

DOCUMENT RESUME

ED 159 847

08

CE 017 924

AUTHOR Nickel, Libby; And Others
TITLE K-12 Urban Career Education Learning Modules: 7-12 Electives.
INSTITUTION Dallas Independent School District, Tex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 77
NOTE 283p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 920-923

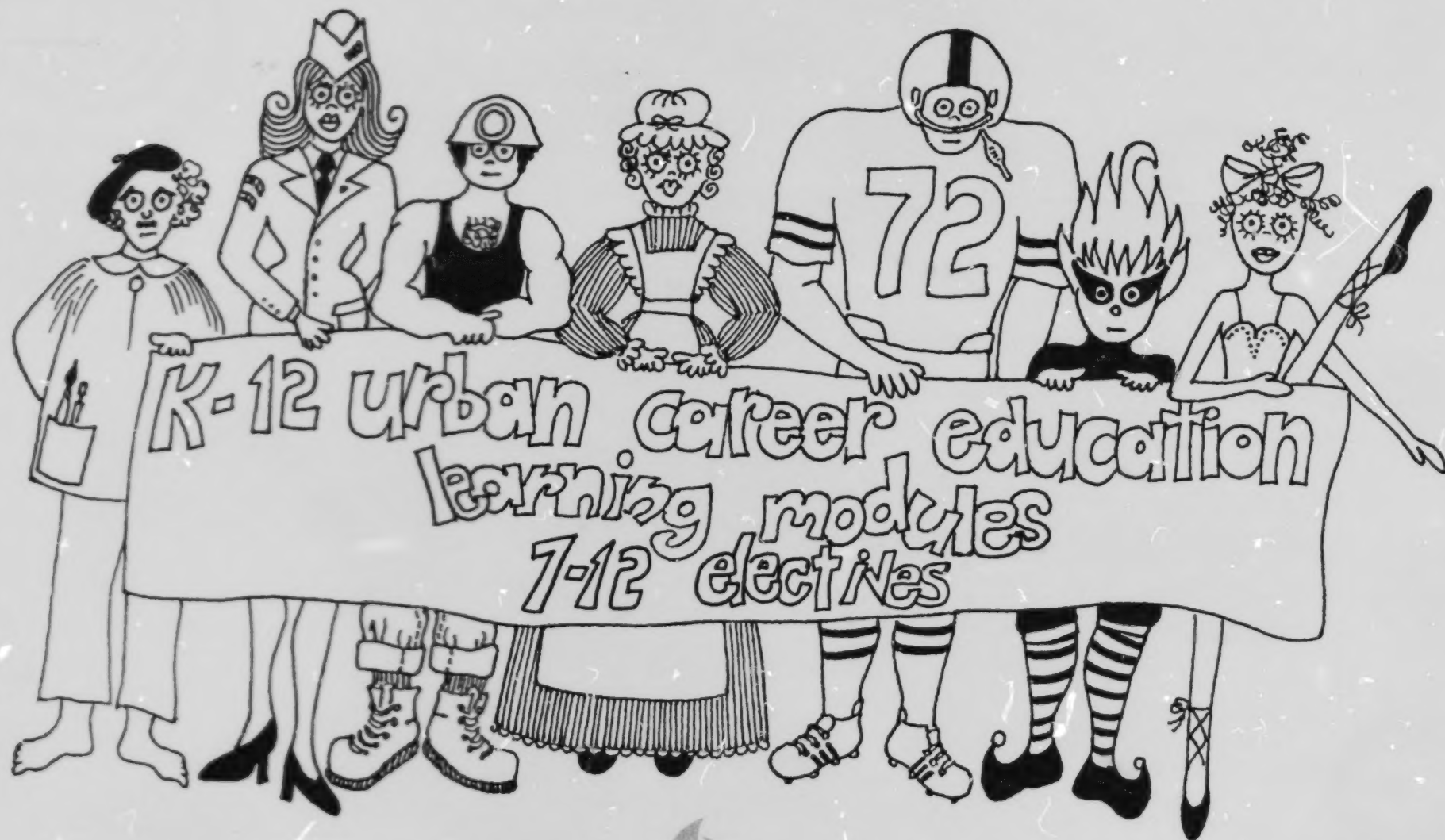
EDRS PRICE MF-\$0.83 Plus Postage. EC Not Available from EDRS.
DESCRIPTORS Art Education; Behavioral Objectives; *Career Education; Career Exploration; Cooperative Education; *Elective Courses; Fused Curriculum; Home Economics; Industrial Arts; *Learning Activities; *Learning Modules; Library Science; Military Science; Performance Criteria; Physical Education; Resource Materials; Secondary Education; Spanish; Speech Education; Teacher Developed Materials; *Urban Schools

IDENTIFIERS Education Amendments 1974

ABSTRACT

One in a series of five volumes of teacher-developed learning modules on urban career education (K-12), this document contains learning activities for grades 7-12 which are intended to be infused in the following subject areas: art, music, home economics, industrial arts, cooperative education, ROTC, physical education, Spanish, library science, and speech education. Each module includes the following information: grade level, subject area, learner outcomes, baseline objective, performance objective, curriculum content, activities, and resources/suggestions. (BM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



dallas independent school district

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

017924

K-12

URBAN CAREER EDUCATION LEARNING MODULES

7-12
ELECTIVES

WRITTEN BY THE PARTICIPATING TEACHERS

4
SEPTEMBER, 1977

The Dallas Independent School District does not discriminate on the basis of sex in the educational programs or activities which it operates, and is required by Title IX not to discriminate in such a manner. The district policy not to discriminate on the basis of sex in educational programs and activities extends to employment in and admission to such programs and activities. Inquiries concerning the application of Title IX may be referred to either Mrs. Frances Allen, assistant superintendent - adaptive education for the Dallas Independent School District, whose office is located at 3700 Ross Avenue, Dallas, Texas 75204, telephone number 824-1620, extension 487, or to the Director of the Office of Civil Rights of the Department of Health, Education and Welfare, Washington, D.C.

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

BOARD OF EDUCATION

Bill C. Hunter, *President*

Sarah Haskins, *Vice-President*

Kathlyn Gilliam

Jill Foster

Robert Medrano

Harryette Ehrhardt

Brad Lapsley

Robert L. Price

Gerald M. Stanglin

ADMINISTRATIVE OFFICERS

Nolan Estes

General Superintendent

Rogers L. Barton

*Associate Superintendent
Development*

William H. Cotton

*Associate Superintendent
Management*

Frances Allen

*Assistant Superintendent
Adaptive Education*

Joe M. Pitts

*Assistant Superintendent
Desegregation Coordination*

Tim Beckett

*Deputy Associate Superintendent
Support Services*

Larry Ascough

*Assistant Superintendent
Communications*

George Reid

*Assistant Superintendent
Secondary Operations*

H. B. Bell

*Deputy Associate Superintendent
Personnel Development*

Yvonne Ewell

*Assistant Superintendent
East Oak Cliff Sub-C district*

John J. Santillo

*Assistant Superintendent
Personnel*

Edward L. Cowens

*Deputy Associate Superintendent
Personnel*

Juan Flores

*Assistant Superintendent
Program Development*

B. J. Stamps

*Assistant Superintendent
Instructional Services*

Arturo L. Gutierrez

*Deputy Associate Superintendent
Development*

Otto Fridia

*Assistant Superintendent
Elementary Operations*

Weldon Wells

*Assistant Superintendent
Support Services*

Pablo Perez

*Deputy Associate Superintendent
Instructional Services*

H. D. Pearson

*Assistant Superintendent
Business*

Carlton C. Moffett

*Assistant to
General Superintendent*

Allen R. Sullivan

*Deputy Associate Superintendent
Special Education*

Robert Andrews

*Deputy Associate Superintendent
Business Services*

William Webster

*Deputy Associate Superintendent
Research, Evaluation and Information Systems*

This is a product of the Instructional Services Department

B.J. Stamps - Assistant Superintendent

Pablo Perez - Deputy Assistant Superintendent

Jay Cummings - Director, K-12 Urban Career Education Project

Staff

Henry E. Creech
Elizabeth Hall
Raul Rodriguez
Kay Landes

Shirley Fisher
Jean Burt
Gracie Cortez
Rosalind Curl

Curriculum Editors

Shirley Barton
Lincoln Butler

Beth Daffron

Jo Ann O'Neill
Janet Schorer

Cover Design By
Libby Nickel

This publication is the result of sixty hours of staff development training for approximately 250 participants from fourteen project schools in the East Oak Cliff Sub-District. These sessions dealt with the infusion of career education into the classroom curricula. Each participant developed two original modules which are included in this publication. It is not possible to list all of the contributors who assisted in this endeavor. However, it must be recognized that it was through their efforts that we are able to share these suggestions for improving the educational experience of East Oak Cliff students through the infusion of career education into the classroom curricula.

Published By

Dallas Independent School District



dallas independent school district

Nolan Estes
General Superintendent

FOREWORD

The K-12 Urban Career Education Project is dedicated to improving the educational experience of students in the East Oak Cliff Sub-District of the Dallas Independent School District. The goal of this project is to successfully infuse the concepts of career education into the daily curriculum provided by the Baseline programs. To accomplish this, a cadre of teachers have been trained in the methods of infusion and asked to produce sample learning modules for classroom use.

This publication contains the collected works of these teachers from fourteen project schools in the sub-district. These modules will serve as a guide for each participating teacher as the project moves toward active implementation of career education in the classroom.

Nolan Estes
General Superintendent

3700 Ross Avenue, Dallas, Texas 75204, 214/824-1620

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:06

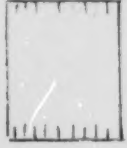
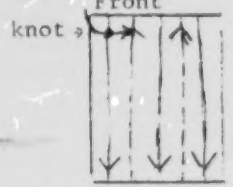
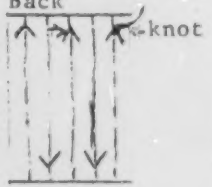
The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE:

The student will develop an understanding and appreciation of the elements and principals of design as tools for visual expression through texture.

PERFORMANCE OBJECTIVE:

The student will be able to identify in a class discussion the consequences of not preparing the loom correctly as it relates to his/her finished woven product.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Weaving pouches	The student will: 1. Observe the teacher demonstrate the making of a simple cardboard loom. 2. Observe the teacher demonstrate the correct and incorrect stringing of the loom.	1. Example:  Identical number of cuts in top and bottom of 5"x 8" stiff cardboard, approximately 1/2" deep and 1/2" apart. Materials: Sturdy cardboard scissors
Construction of the loom		2. Example: Front  Back  Stringing or Warping the loom
Stringing loom		

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Weave his/her pouch. 8. Show his/her pouch to the class and participate in a discussion/observation on the importance of correctly preparing the loom to obtain a desirable finished product.	6. (cont) inside - out. Weave all the way to top, as close as possible. To remove, bend top tabs down - every other one in the opposite direction - slip pouch down. 7. Additional ideas: - Weave in a drawstring 1" down from the top - Wrap tape around end of yarn to make weaving easier. - Add tassles to bottom

EVALUATION: The student will identify in a class discussion the consequences of not preparing the loom correctly as it relates to her/his finished product.

Libby Nickel
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME:4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will develop a basic understanding and appreciation of the elements and principles of design as tools for visual expression through shape and space.

PERFORMANCE OBJECTIVE: The student will be able to distinguish between the basic kinds of shapes and will then be able to describe the enjoyment and satisfaction received through experimenting with these shapes to create a finished painting or drawing.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Drawing and Painting</u> Basic Concepts: 1. All shapes are infinite in variety but fall into three basic kinds. 2. Basic Shapes - geometric (man-made) - organic (found in nature) - directional (shows direction)	The student will: 1. View a film on shapes and participate in class discussion of the three basic kinds. 2. Find magazine ads and illustrations which are a) geometric and b) organic. 3. Find examples of art in various art books that are essentially organic and essentially geometric. 4. Plan and begin work on a drawing or painting after experimenting with various shapes which are essentially geometric.	1. <u>Audio-Visual</u> film - "Shape" 2. <u>Books</u> - "Creative Eye" magazines. 3. Library reference books. 4. <u>Materials</u> : paper, pencils tempera, duro-gloss, tag-board.

Curriculum Content	Activities	Resources/Suggestions
Mounting and displaying the finished product.	5. Make a poster and/or painting that uses directional shapes.	5. <u>Teacher Information:</u> Cleanliness and neatness should be stressed. Gloss finish may be put on a drawing after tempera paint has dried.
	6. Follow teacher's demonstration in order to mount the finished drawing or painting.	6. Matt, x-acto knife
	7. Participate in class vote on work to be displayed in the library, hall, etc.	
	8. Participate in a class discussion in which he or she may describe the labor involved on his or her own finished work.	8. Teacher may choose a student to act as moderator.
	9. Observe a commercial artist demonstrate the technique involved in creating cartoons from shapes.	9. Resource Person - SPARK volunteer perhaps to visit classroom.

EVALUATION:

The student will distinguish between the basic kinds of shapes and will then describe the enjoyment and satisfaction received through experimenting with these shapes to create a finished painting or drawing.

Eva M. Kyle
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:06

The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE:

The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through line composition.

PERFORMANCE OBJECTIVE:

The student will be able to describe the steps necessary to insure the best results in a crayon engraving.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Crayon Engraving -line -crayon Contrast Contrast and Color Darks vs. Lights	The student will: 1. Listen to lecture and view examples of finished engravings which were colored correctly and learn to distinguish the difference. (Thick coverage, no white spots from coloring on a hard surface.) 2. Prepare the surface for engraving: a. Make a scribble drawing with crayon on tagboard. b. Fill in each shape of the drawing with different colors of crayon. c. Cover surface with black tempera mixed with liquid soap.	1. Reference: <u>Art in Depth, Emphasis</u> , Wachowial/Ramsey. Example of art work. 2. Materials: (a) Crayons, 12 x 17 tagboard, newspapers, black tempera, liquid soap, paintbrushes. Teacher Information: (b) Do not use black crayon. Work on top of thick newspapers to insure thick coverage. (c) Mixture should be: 1 T. soap/1 pt. tempera

Curriculum Content	Activities	Resources/Suggestions
	3. Do preliminary, space filling drawing on 12 x 18 manilla paper. 4. Transfer drawing to tagboard: a. Rub the back of the manilla paper with chalk. b. Draw on tagboard and trace. 5. Engrave lines and shapes with the pointed end of the scissors, using the preliminary drawing as a guide. 6. Participate in class discussion on contrast; review steps of the crayon engraving procedure and point out the high contrast areas in his/her own composition.	3. Materials: 12 x 18 manilla paper and pencil. 4. Chalk (white) 5. Scissors

EVALUATION: The student will describe the steps necessary to insure the best results in a crayon engraving.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:06

The student should understand that it is satisfying to know how a specific task relates to a finished product.

BASELINE OBJECTIVE:

The student will develop a basic understanding and appreciation of the elements and principles of design as tools for visual expression through line composition.

PERFORMANCE OBJECTIVE:

The student will be able to describe the steps to insure the best results in a crayon engraving.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Crayon Engraving Student "Experiment" and Critique Preparation of scratchboard - thick crayon coating - mix paint with dishwasher soap to prevent cracking Preparation of line drawing - will superimpose on scratchboard - attention to spaces - fill in entire page Engraving procedure Critique	The student will: 1. Listen as the teacher gives very limited instructions on crayon engraving. 2. Construct a crayon engraving without assistance. 3. Observe results and participate in class critique of the finished product.	1. Teacher information: Give <u>very</u> limited instructions: cover the tagboard with crayon and paint it with black paint. Let it dry and scratch a picture on it. <u>Do not give help.</u> 2. Materials Needed: Wax crayons, 12" x 18" tagboard, brushes, black tempera, ivory liquid (1 Tbsp. per pint of tempera) newspapers. 3. Hopefully, it will be a real "train wreck" and class will ask for more help.

Curriculum Content	Activities	Resources/Suggestion:
	4. Listen again as teacher gives full instructions.	4. Write the procedure steps on the board for students' reference.
	5. Prepare scratchboard by covering tagboard with crayon applied <u>very thickly</u> over entire surface.	
	6. Paint over the whole thing using black tempera paint and leave it to dry.	
	7. Prepare a line drawing on 12" x 18" of newsprint, keeping rules of composition in mind.	7. <u>Additional Materials:</u> 12" x 18" newsprint, pencil.
	8. Rub back of drawing with chalk.	8. Materials: chalk
	9. Place chalk side to painted area and trace over lines.	9. Materials: pencil
	10. Scrape with point of scissors to scratch out a line drawing, choosing certain areas to scratch out entirely and others to leave painted.	10. Materials: scissors
	11. Compare the results of his/her first and second attempts.	
	12. Participate in class review/discussion of the crayon engraving procedure and the importance of following these steps to achieve a desirable finished product.	12. Teacher information: Display a volunteer's first and second attempts for the class to critique.

EVALUATION: The student will describe the steps to insure the best results in a crayon engraving.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 7:12

The student should be able to give several examples of good work habits such as punctuality and planning one's work.

BASELINE OBJECTIVE:

The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through color.

PERFORMANCE OBJECTIVE:

The student will be able to demonstrate good work habits and planning in the mixing of secondary colors and the care and use of brushes.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Secondary Colors</u> - green - violet - orange Mixing of secondary colors - blue + yellow = green - blue + red = violet - yellow + red = orange <u>Uses and Care of Brushes</u> - cleaning brush - applying paint - holding brush	The student will: 1. Listen to teacher explain the use of good work habits and planning. 2. View films on color and observe teacher utilizing correct proportions of painting and handling and care of a brush.	2. <u>Materials:</u> - white drawing paper (18" x 24") - paint: yellow, blue, red - water cups - cups for paint - brushes <u>Audio-Visuals:</u> - "Discovering Color" (film) - "Color" (film) - "Nature of Color" (film) <u>Reference:</u> - <u>Design Handbook</u> DISD pp. 11-17

Curriculum Content	Activities	Resources/Suggestions
	3. Participate in class discussion to indicate the consequences of what happens if you are late to class. 4. Choose his/her desired color and plan the combination needed. 5. Mix the secondary color by using the three primary colors. 6. Discuss ideas concerning good work habits. 7. Demonstrate the proper way to hold a brush. 8. Write a paragraph about the importance of cleaning a brush.	3. Teacher Information: Example: - dried up paint - no water cups for paint left - raggedy brushes that won't paint 6. Reference Text: <u>Art Today</u>, Holt, Reinhart, Winston pp. 319-332 7. Teacher Information: Same as the way a pencil is held: Reference Text: <u>Art for Today's Schools</u>, Davis

EVALUATION: The student will demonstrate good work habits and planning in the mixing of secondary colors and the care and use of brushes.

James Armstrong

Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 7:12 The student should be able to give several examples of good work habits such as punctuality and planning one's work.

BASELINE OBJECTIVE: The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through line.

PERFORMANCE OBJECTIVE: The student will be able to exhibit good work habits and planning in the production of a contour drawing.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Contour Drawing</u> Art line can function in a variety of ways: 1. Enclosure of a shape 2. Edge of a form 3. Means of creating value or texture 4. Non-represental tool for designing	The student will: 1. Listen to teacher's explanation concerning the use of good work habits and planning. 2. Indicate the consequences of what happens if you are late to class. (Example - bent brushes, dried-up paint) 3. Participate in class discussion on work habits and relate his own ideas concerning good work habits. 4. Demonstrate his understanding by arriving in class on time, cleaning tools properly, etc. 5. View a film introducing contour drawing.	3. <u>Reference Text:</u> <u>Art: Search and Self-Discovery</u> , International, pp. pp. 172-173 5. <u>Audio-Visual</u> , "Introduction to Contour Drawing" (movie)

Curriculum Content	Activities	Resources/Suggestions
	6. Participate in follow-up discussion on technique. 7. Begin planning a contour drawing of a paper sack, using white paper, india ink, and brush. 8. Plan to be sure that his line will record all the wrinkles and folds as well as the edges of the sack. 9. Demonstrate the use of detailed texture in contour drawing by following through with his plans as he begins work. 10. Display his drawing and participate in class analysis of the detailed work possible when planning precedes a project.	6. Texts: <u>Art and Ideas for Young People</u>, Van Nostrand, Reinhold, p. 24. <u>Art in Your World</u>, Davis, pp. 146-148 7. Materials: White drawing paper, 18" x 24", brushes, india ink.

EVALUATION: The student will exhibit good work habits and planning in the production of a contour drawing.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 7

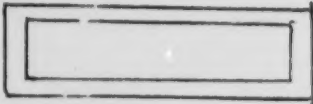
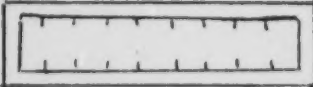
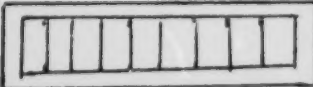
CAREER EDUCATION

LEARNER OUTCOME: 7:12 The student should be able to give several examples of good work habits such as punctuality and planning one's work.

BASELINE OBJECTIVE: The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through color.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate good work habits and planning in mixing white paint with primary colors in order to obtain the desired shades.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Color: - monochromatic (using one color. - Adding a primary color to white) Primary colors: - yellow - blue - red yellow to white blue to white red to white	The student will: 1. Listen to instructions and take notes from board as the teacher explains the use of good work habits and planning. 2. Predict the consequences of what happens if you are late to class. 3. Discuss examples of good work habits. 4. Draw layout for exercise.	2. Teacher Information: - materials borrowed - miss instructions. 3. Teacher suggestion: small groups could be formed for discussion. 4. Materials: - tagboard/poster board - 12" ruler - pencil - tempera paint (primary color and white)

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	a) Construct and measure a border or margin around paper. b) Measure one inch marks top and bottom of border. c) Connect the measuring marks with a ruler, constructing one inch wide units. 5. Add and mix two drops of one primary color to a container of white paint and apply this to the first unit.	a)  b)  c)  At this point, if the layout is wrong or sloppy, the end product will look the same. Good planning is very necessary. 5. Teacher Information: three table-spoons of white paint should be added to container first. 

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Add and mix two more drops of the same primary color and apply to the second unit. 7. Continue adding two more drops of the same primary to the container until he/she has completed the exercise. 8. Evaluate his/her work habits and planning and participate in a class discussion on the importance of these.	8. Display finished exercises.

EVALUATION: The student will demonstrate good work habits and planning in mixing white paint with primary colors in order to obtain the desired shades.

Sonny Walter
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:01 The student should be concerned with the concept of quality in relation to a task or job.

BASELINE OBJECTIVE: The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through line.

PERFORMANCE OBJECTIVE: The student will be able to complete a quality line design using all five basic kinds of lines and containing several different, well-balanced tonal values.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Line Five basic kinds Value Methods to achieve various tonal values: - place lines close together - leave areas empty - filling in an area completely black Balance In terms of value	The student will: 1. Observe examples of good line drawings by artists and students. 2. View teacher's drawing demonstration and realize that different lines create different feelings. 3. Listen to the teacher's lecture on the five basic kinds of lines and observe that lines placed close together create a darker value. 4. Experiment with different kinds of drawing materials in order to gain a feeling of what lines can do and practice to draw smooth lines.	1. Reference Text: <u>History of Art</u> by Janson, Ingres. 3. <u>Design Handbook</u>, D.I.S.D. 4. Materials: Newsprint, crayon, marker, charcoal, pencil.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Participate in class discussion/demonstration on lines, value, and balance. 6. Complete a line design including: the five kinds of lines, fat to medium to thin lines, several tonal values, and balance. 7. Compare his work with examples of those designs that were previously shown.	5. Teacher Information: Refer to previous good examples; stress neatness; personal and student demonstrations. Example of teacher demonstration:  6. Materials: Drawing paper, Felt tip pen

EVALUATION: The student will complete a quality line design using all five basic kinds of lines and containing several different, well-balanced tonal values.

Angela Howell
Boude Storey

R. C. Bearden III
Oliver Wendell Holmes

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06

The student should understand that it is satisfying to know how a specific task relates to the finished product.

~~BASIC~~ OBJECTIVES:

The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through shape, space and volume.

PERFORMANCE OBJECTIVE:

The student will be able to distinguish areas of high contrast and will complete a detailed drawing which includes the necessary elements of art, but emphasizes contrast of shapes.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Drawing</u> Basic elements and their interrelationships such as Shape Value Contrast Contrasting shapes	The student will: 1. Review examples of past exercises and distinguish the various degrees of contrast between each shape. 2. Participate in class discussion on the interrelationships of basic elements and their combination to create a finished product. 3. Divide a rectangular piece of tagboard into forty different sizes of shapes. 4. Shade the shapes using a #2 pencil, so that no two adjacent shapes are of the same value.	<u>Materials:</u> 1. Student examples of previous quarters. 2. <u>Teacher Information:</u> Refer to present students quality work. 3. <u>Materials:</u> Tagboard #2 pencils

Curriculum Content	Activities	Resources/Suggestions
	5. Evaluate his/her own drawing to be sure that each shape has contrast in value but could be moved off the format and still be an entity in itself. 6. Participate in class critique of everyone's finished drawing and discuss the effect of high contrast in the finished products.	

EVALUATION: The student will distinguish areas of high contrast and will complete a detailed drawing which includes the necessary elements of art, but emphasizes contrast of shapes.

Herman Sonny Walters
O. W. Holmes Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06

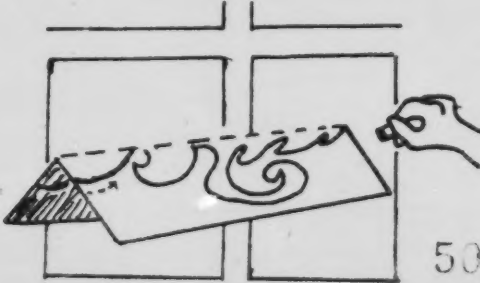
The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE:

The student will develop a basic understanding and appreciation of the elements and principles of design as tools for visual expression through balance.

PERFORMANCE OBJECTIVE:

The student will be able to demonstrate that symmetrical balance in crayon batik can be achieved when the tasks of tracing, coloring, and painting are performed in the proper sequence by completing a well-balanced finished product.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Crayon Batik</u> <u>Balance</u> 1. Symmetrical Balance: both sides of paper should match. <u>Line Quality</u> 1. Line should be smooth and unbroken. <u>Color</u> 1. Color scheme-warm and cool colors.	The student will: 1. Read the section on balance in text and participate in discussion. 2. Listen and watch as the teacher demonstrates folding paper and tracing design in order to create symmetrical balance. 3. Make a simple line design on half of a folded sheet of paper, turn it over, and hold it up to the window in order to trace the design correctly.	1. Text: <u>The Creative Eye</u> by Kelly Eawing - Evelyn Bearet, etc. 2. Materials: white paper crayons window <u>Teacher Information:</u> Also demonstrate what happens when this is done incorrectly. 

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Choose either warm or cool colors and use crayons to create symmetrical balance through color as well as line and shape. 5. Press <u>hard</u> with crayon in order to create a thick coat of crayon on the paper. 6. Wet the paper on the back and wad it up into a tight ball in order to crack the crayon. 7. Unfold the paper carefully when it is dry. 8. Paint entire front with black tempera paint and blot with newspapers. 9. Carefully rub it with a wet towel to take paint off of the surface of the crayon. 10. Display his/her finished product and participate in class review of the proper sequence of tasks and the resulting symmetrical balance.	4. Example:  6. <u>Materials:</u> paper towels, tempera paint, sink, newspapers. 9. <u>Reference Text:</u> San Antonio Art Curriculum Guide - "Crayon Batik"

EVALUATION: The student will demonstrate that symmetrical balance in crayon batik can be achieved when the tasks of tracing, coloring, and painting are performed in the proper sequence by completing a well-balanced finished product.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art 8

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will develop a basic understanding and appreciation of elements and principles of design as tools for visual expression through balance.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate through his/her finished design, that symmetrical balance is achieved if the task of tracing is done in the proper sequence.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Shape Color Balance (of both color and shape_ Tracing technique	The student will: 1. Read section of textbook relating to balance. 2. Watch teacher fold paper and demonstrate tracing technique for shape balance. 3. Look at examples of color balance. 4. Draw a simple line design and trace to create symmetrical balance.	1. Text. Beard, Fearing, <u>Creative Eye</u> . 2. Materials: paper, pencil, crayola 3. <u>Teacher Information</u> . This should be done through teacher demonstration.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Color the design so that like shapes are the same colors. 6. Participate in class display of finished designs and resulting observation/discussion that if the tracing was done properly, the color and shape balance are automatically correct.	6. <u>Teacher Information.</u> Display design on bulletin board, wall etc.

EVALUATION: The student will demonstrate, through his/her finished design, that symmetrical balance is achieved if the task of tracing is done in the proper sequence.

R. C. Bearden III
O. W. Holmes Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:07

The student should display an awareness of one's need to experience personal satisfaction through one's own accomplishments, recognizing what satisfaction is and that it can be different for different individuals.

BASELINE OBJECTIVE:

The student will develop a basic understanding and appreciation of the elements and principles of design as tools for visual expression through color.

PERFORMANCE OBJECTIVE:

The student will be able to identify color harmonies and complete at least four art products, utilizing triadic and split-complementary color harmonies, with which he or she is satisfied.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Color Concepts</u> - Several systems available to describe color. - Munsell system - Primary Colors red, yellow and blue - Secondary Colors orange, green, purple - Tertiary or compound colors blue-green, yellow-green, red-orange, yellow-orange red-purple, blue purple - Warm and cool colors	The student will: - Make individual color wheels using pastels. - View two films and a filmstrip and identify color harmonies. - Read from the text and participate in class discussion on color principles. - Identify color triads in prints through class analysis.	<u>Materials:</u> pastels, paper <u>Audio-Visual:</u> Films - "Nature of Color" A-140. AX-234 "Discovering Color" Filmstrip: "Experiencing the Elements of Art" AF-121.5 <u>Reference Text:</u> <u>The Creative Eye</u>, Beard and Fearing. <u>Materials:</u> Selected prints (reproduced)

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Different color harmonies can be achieved as a result of different color combination. - monochromatic - analogous - complementary - split complementary - triadic harmonies Vocabulary - pigment - monochromatic - analogous - split triads - primary - secondary - tertiary - hue - value - intensity - brilliance - dull - complementary colors - shades - tints - variations - contrast - triadic - harmony 59	5. Discuss in a small group the forms of satisfaction he/she finds in doing a task well. 6. Complete a contour drawing with a brush, using primary colors. 7. Make a mosaic using secondary colors from magazines. 8. Create a collage using complementary colors plus one primary, or split complementary. 9. Define vocabulary words in small groups and display work that gives him/her satisfaction. 10. Complete a simple block printing, using related colors. 11. Draw a landscape using cool colors. 12. Create a positive and negative drawing showing contrast in color. 13. Complete a painting showing value from white to black or shades from one to nine. 28	5. Teacher Information: Encourage personal opinions and experiences. Lead the class to consider and discuss artists and their satisfaction. 6-14 Materials: Pastels, tissue paper, glue white drawing paper, printer's ink, wood blocks, fixative, tempera, duro-gloss. 9. Reference: <u>Art Today</u>, Faulkner and Ziegfeld 60

Curriculum Content	Activities	Resources/Suggestions
	14. Make a design showing analogous colors by first mixing each color with white and black to make the needed tints and shades. 15. Choose at least four finished products with which he or she is satisfied. 16. Show these products to the class and participate in group critique.	

EVALUATION: The student will identify color harmonies and complete at least four art products utilizing triadic and split-complementary color harmonies with which he or she is satisfied.

Eva Maxine Kyle
J. N. Ervin

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art II

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:22 The student should be able to understand that some means of communicating or communication work more effectively in some situations than in others.

BASELINE OBJECTIVE: The student will develop an understanding of the visual qualities of color.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate mood or emotion in a painting or drawing through the use of warm or cool colors.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Some colors create a mood or feeling of warmth while other create a feeling of coolness. Use of color by famous artists -Matisse -Kirchner -Picasso	The student will: 1. Discuss how colors express seasons, time of day, sunsets, sunrises, etc. 2. Select two opposite ideas or moods. 3. Create two separate designs: one using warm colors, one using cool colors. 4. Review films on use of color. 5. Select an event which impressed her/him deeply and give it a title.	2. Suggested themes: - Love-Hate - War-Peace - City-Country - Peace-Frenzy - Old-New 4. Film: Color <u>Images and Things</u> <u>Remembering Happy Times.</u>

Curriculum Content	Activities	Resources/Suggestions
	6. Design and construct an art product which records this event and expresses his/her feelings about it through the use of color.	6. Teacher Information These projects could be done in a variety of media (tempera, silk screen, water color, pastel good quality markers). Through these activities the student will experience the differing moods and emotions brought on by the use of warm and/or cool colors.

EVALUATION: The student will demonstrate mood or emotion in a painting or drawing through the use of warm or cool colors.

Karen Peddicord
 Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art II

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:24 The student should be willing to communicate or project his or her thoughts and/or express his or her feelings.

BASELINE OBJECTIVE: The student will develop an understanding of the organization for elements to communicate visually specific intent using color.

PERFORMANCE OBJECTIVE: The student will be able to create a picture which has a specific mood or emotion and verbalize the values he/she had used and the mood he/she wished to create.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Color - changes as value changes - light, high values = cheerful, happy - dark = restful, depressing Mood of expression - balance of values/intensity - cast shadows in 3D are important to total design Illusion of space - color influences size/distance - control value placement and intensity.	The student will: 1. Discuss colors, seasonal, time of day, etc. 2. Review monochromatic colors, tints and shades. 3. Make reproductions of some of Picasso's works during his "Blue Period" and "Pink Period" as good examples of values of color to create mood. 4. Note the relationship of subject matter and tone to convey mood (themes of loneliness and even withdrawal). 5. Discuss the creation of mood through values.	1. <u>Images and Things</u> 2. "Getting the Message" (Film) 3. Suggested paintings - Blue Period, "The Blind Man", "La Vie", "The Tragedy" - Pink Period, "The Actor", "Three Dutch Girls", "Acrobat's Family With an Ape"

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Each person has his/her own subjective color preference and/or meaning.	6. Use one color plus black and white to create a picture which has a specific mood or emotion as the idea of a theme. 7. Upon completion of the project, verbalize and describe the values they have used and the mood they wished to create and how their choice of colors has affected the mood of the composition choice.	6. Suggestions: love, fear, loneliness, tragedy, happiness, sadness, etc.

EVALUATION: The student will create a picture which has a specific mood or emotion and verbalize the values she/he had used and the mood he/she wished to create.

Karen Peddicord
Roosevelt

70

63

34

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 10

CAREER EDUCATION

LEARNER OUTCOME: 4:08 The student should display pride in his or her work and work products.

BASELINE OBJECTIVE: The student will be able to describe color in terms of value (lightness or darkness) and mix a range of values of a single color.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate a sense of pride in his own work by requesting that it be placed on public display.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. The color wheel	The student will: 1. Paint a color wheel	1. Paint, paper, pencils, brushes, etc.
2. Use of color schemes	2. Paint a value scale from lightest to darkest.	2. Illustrations or visuals of famous paintings done in monochromatic schemes.
3. Use of values.	3. Look at various examples of monochromatic paintings done by famous artists.	
	4. Plan a drawing or designs for monochromatic paintings.	
	5. Paint designs or drawings using only 1 color plus black and white values of that color.	
	6. Try to get as wide a range of value as possible.	
	7. Work carefully and neatly while painting.	

EVALUATION: The student will demonstrate a sense of pride in his own work by requesting that it be placed on public display.

Michael Shapiro
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art

GRADE LEVEL: 10

CAREER EDUCATION

LEARNER OUTCOME: 7:11 The students should be able to identify responsibilities to himself or herself and responsibilities to fellow workers when performing a task or job.

BASELINE OBJECTIVE: The student will understand and apply the techniques used in enlarging a picture or drawing.

PERFORMANCE OBJECTIVE: The student will be able to identify his or her part in completing the group project of expanding a magazine picture.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Interesting magazine photo cut into uniform pieces of a puzzle Explain and demonstrate: Ratios and graphs.	The student will: 1. Listen as the teacher explains the project. 2. Form committees to select a photo from a magazine which is of general interest and agreement to all. 3. Rule off a graph over this photo to divide it into equal size sections. 4. Cut picture according to graph line and pull from that one section per student. 5. Identify the responsibilities he or she has to the group. - Draw a graph over his/her particular sections of the puzzle piece.	2. Old magazines, scissors. 3. There should be the same number of graph boxes as there are committee members. 5. White paper, ruler, scissors, pencil

Curriculum Content	Activities	Resources/Suggestions
Demonstrate: - plot points on graph. - shade with pencil - collect completed sections of pencil drawings and tape them.	- Measure and cut a sheet of white drawing paper. It should be measured at the ratio of 5:1. (White paper will be 5 times longer and wider proportionally to the size of their magazine section. - Reproduce his first graph (on magazine section) on white drawing paper, also at 5:1 ratio. 6. Reproduce each box on their graphs (magazines) on white paper (plotting points) as carefully as possible until finished. 7. Shade in areas of papers, closely paralleling shaded blacks, whites and grays of white and black magazine section. 8. Contributes his completed pencil drawing (his section) to the group. The group tapes separate pieces together (in proper order) to form a giant united pencil drawing of the original magazine picture.	8. Tape

EVALUATION: The student will identify his or her part in completing the group project of expanding a magazine picture.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art III

GRADE LEVEL: 11-12

CAREER EDUCATION

LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he/she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will develop an understanding of the organization of elements to communicate specific intent using color.

PERFORMANCE OBJECTIVE: The student will be able to work with a drama student to design scenery for a play and make a model for at least one scene expressing the mood or feeling of the play.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Color influences the apparent size and distance of areas or objects. The illusion of space can be created by controlling the value, placement and intensity of hues. Mood or expression in art result from the balance between value and/or intensity.	The student will: 1. Read the assigned play with team member from drama class. 2. Research together the character, situation, times, and the mood to be portrayed in one scene.	1. <u>Here's How - A Basic Stage Craft Book</u> 2. Play - <u>"A Raisin in the Sun"</u>

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Cast shadows in 3-D are important to the design. A color may change moods as values change. Usually, high or light values evoke cheerful or happy feelings, while dark values cause restful or depressing feelings.	3. Art student will design and paint the flat to express an appropriate mood, as the drama student pantomimes the character.	

EVALUATION: The student will work with a drama student to design scenery for a play and make a model for at least one scene expressing the mood or feeling of the play.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Art III

GRADE LEVEL: 11-12

CAREER EDUCATION

LEARNER OUTCOME: 9:17 The student should understand that pictures, charts, graphs and movies are effective means of communicating.

BASELINE OBJECTIVE: The student will develop an understanding of the organization of elements to communicate visually specific intent using shape and/or volume.

PERFORMANCE OBJECTIVE: In a series of projects, the student will be able to communicate visually his/her intent using drawings, paper sculpture, water and collages of shapes not related to the intent.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. The nature of a shape may identify and express.	The student will: 1. Make drawings of nuts, bolts, screws, pipes, etc.	1. Examples of mechanical objects: nuts, bolts, screws, etc.
2. Volume may be defined in either two-dimensional or three-dimensional form.	2. Create a human form using geometric mechanical shapes. This may be a collage made from mechanical forms (nuts, bolts, etc.) or composite drawings made from previous sketches. 3. Create a nonsense machine with the geometric forms. The machine should have a totally non-sensical function and "personality" of its own. Complete the machine using watercolor and ink.	2. Using various prints, reproductions, slides, etc., of artists' work. Point out the way other artists have depicted natural and/or geometric shapes.

Curriculum Content	Activities	Resources/Suggestions
	4. Make a self-portrait collage using magazine photographs of machine forms. 5. Make an imaginative drawing of a mechanical heart using any mechanical shapes. The function of the heart should be obvious and "operational." 6. Create an imaginative composite of shapes expressing the title, "The Mechanics of My Mind."	5. Refer to drawing of human heart to remind student of actual operation. 6. Play record "Windmills of Your Mind" for environmental stimulus.

EVALUATION: In a series of projects, the student will communicate visually his/her intent using drawings, paper sculpture watercolor, and collages of shapes not related to the intent.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 9:14 The student should understand that speaking is a skill which allows greater expression of emotion by tone and emphasis on words.

BASELINE OBJECTIVE: The student will recognize and demonstrate differences and likenesses in sounds.

PERFORMANCE OBJECTIVE: The student will be able to complete a self-analysis of his or her own speaking voice and will be aware of possibilities for continually improving the voice.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Voice Production (beginning with the speaking voice) Vocal Characteristics - Pitch - Quality - Intensity - Articulation	The student will: 1. Attempt to identify mystery voices (classmate) on tape. 2. Participate in class discussion on how the speaker was identified. 3. Read and demonstrate vocal characteristics.	1. Teacher Information: Before class, record a few students' voices in private. Have each student count from one to ten. 2. Audio-visual: Tape recorder and microphone 3. Text: <u>Making Music Your Own 8</u> Chapter One Example: Volunteer to demonstrate high (pitch), nasal (quality), soft (intensity), indistinct (articulation) speaking voice.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS																														
Vocal Technique	4. Listen to and analyze specific voices. 5. Participate in class discussion on choices filled in on the chart to describe each voice. 6. Record his/her own voice and complete a self-analysis. 7. Describe his/her own voice (using self-analysis chart) to the class, while the tape is played back. 8. Participate in a class discussion of future ways to continue to improve his/her voice.	4. Audio-Visual: MMY08, Record 1 record player, Chart on board: <table><tr><td>VOICE:</td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr><tr><td>QUALITY</td><td></td><td></td><td></td><td></td><td>high/low</td></tr><tr><td>PITCH</td><td></td><td></td><td></td><td></td><td>nasal/breathy</td></tr><tr><td>INTENSITY</td><td></td><td></td><td></td><td></td><td>loud/soft</td></tr><tr><td>ARTICULATION</td><td></td><td></td><td></td><td></td><td>clear/unclear</td></tr></table> 6. Tape Recorder Teacher Information: Same chart. Have each student put it in his/her own music folder. The student may record a tongue twister, interview of self, etc. 8. Additional opportunities to record voice may be made available - continual unit throughout quarter. Encourage student to keep chart of his/her current vocal characteristics	VOICE:	1	2	3	4		QUALITY					high/low	PITCH					nasal/breathy	INTENSITY					loud/soft	ARTICULATION					clear/unclear
VOICE:	1	2	3	4																												
QUALITY					high/low																											
PITCH					nasal/breathy																											
INTENSITY					loud/soft																											
ARTICULATION					clear/unclear																											

EVALUATION: The student will complete a self-analysis of his or her own speaking voice and will be aware of possibilities for continually improving the voice.

JoAnn O'Neill
Boude Storey Middle School

80

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 7 & 8

CAREER EDUCATION

LEARNER OUTCOME: 9:16

The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE:

The student will experience inner feeling for on-going pulsation through physical rhythmic activities, recognizing the steady beat as a determinant for timing tones and beat groupings.

PERFORMANCE OBJECTIVE:

The student will be able to identify the steady beat and will enhance his ability to listen by aurally classifying selected musical compositions by their meters and demonstrating the appropriate conducting pattern for each recording.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
-Listening and keeping the beat through physical rhythmic activity Meter -meter signature Classifying the meter: -identify accent on downbeat -count weak beats until the next down beat	The student will: 1. Listen to "The Entertainer" and identify the steady beat by clapping to the recording. 2. Participate in class "performance" of the hand-jive to "The Entertainer". 3. Review and interpret the meaning of the meter signature symbol. 4. Listen to the three recordings and participate in class procedure to identify the meter as duple, triple, or quadruple.	1. Materials: Record player and recording- -"The Entertainer" from the album of the soundtrack to the movie "The Sting". 2. Teacher Information: See accompanying sheet for hand-jive pattern. 3. 2/4, 3/4, 4/4, etc. 4. Materials: Recordings Duple: "Where is the Love" recorded by Donny Hathaway and Roberta Flack Triple: "Day By Day" from "Godspell" soundtrack

Curriculum Content	Activities	Resources/Suggestions
Conducting patterns: -duple -triple -quadruple	5. Perform physical rhythmic activity to correspond with meter of recording. 6. Practice appropriate conducting pattern for meter of each recording. 7. Participate in class efforts to classify selected records as to their meter and then conduct the appropriate meter pattern to the recording.	4. Quadruple: "Dance To The Music" - Sly & The Family Stone. 5. Teacher Information: Duple: Knee slap, clap Triple: Knee slap, clap, snap. Quadruple: Knee slap, clap, snap, click tongue 6. Materials: Same 3 records Text: "Making Music Your Own 7" with diagrams of each conducting pattern. 7. <u>Teacher Information</u> Class will "guess" the meter by listening, identifying accent, counting weak beats until next accent. Suggested records: Duple: "This Will Be" Natalie Cole Triple: "What The World Needs Now" - Dionne Warwick. Quadruple: "That's The Way Of The World" Earth, Wind and Fire.

EVALUATION: The student will identify the steady beat and will enhance his ability to listen by aurally classifying selected musical compositions by their meters and demonstrating the appropriate conducting pattern for each recording.

Resource/Suggestions for Activity #2

Hand-Jive for "The Entertainer"

Directions: These actions should be performed to the steady beat.

(2 of each action)

Rap to the left ("rap" is fist on fist)
Rap to the right
Snap to the left
Snap to the right
Clap
Knee-slap
Shoulder-pat
Slide with palms of hands
Thumbs pointing over right shoulder
Thumbs pointing over left shoulder

(1 of each action)

Devil's horns (first fingers at front of head)
Rabbit's ears (first fingers at back of head)
Angel's wings (raise elbows and bring down to sides)
Hit desk
Hit head
Click tongue
"Ain't this fun, oh, ain't this fun" (speak in time)

Directions: Repeat this series of motions throughout recording.

Jo Ann O'Neill
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Music

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 9:16

The student should understand that listening is an important way to learn.

BASELINE OBJECTIVE:

The student will recognize and demonstrate differences and likenesses in sounds.

PERFORMANCE OBJECTIVE:

The student will be able to distinguish among various sounds and enhance his ability to listen through the comparison and identification of differences between the notation and recording of a musical composition.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Listening	The student will: 1. "Freeze" and list sounds occurring. 2. Divide these sounds into three categories: in the classroom, outdoors, in the hall. 3. Participate in class discussion of the difference between listening and merely hearing.	1. "Freeze" is to be silent and listen. Windows should be open and the door open to the hall. 2. Student writes individual list and compares it with classmates'. 3. Emphasize "thinking" (Listening = Hear + Think)
Identifying Sounds	4. Identify in writing the objects recorded on a tape of environmental sounds. 5. Evaluate his or her answers compared to correct answers given by teacher.	4. Personal tape of everyday sounds students come in contact with; tape player.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Comparing written notation to recording of a musical composition	6. Listen to recording of "Spinning Wheel" while viewing the vocal score in text. 7. Locate the specific differences between the two and participate in class discussion of the artists' performance. 8. Listen to recording of "Aquarius/Let The Sunshine" while viewing the vocal score in text. 9. Locate the great difference between the two and accompany the improvised portion of the song with various rhythmic activities.	6. Materials: recording - "Spinning Wheel" by Blood, Sweat, & Tears. text - <u>Exploring Music 7</u>, record player. 8. Materials: recording - "Aquarius" by the Fifth Dimension. text - <u>Exploring Music 7</u>. 9. Teacher Information: Allow student to react individually - clap, snap, etc. to the steady pulse. Also, notation on the board can be performed by class during "Let the Sunshine" portion of medley (improvised performance). Example: 1.

EVALUATION: The student will distinguish among various sounds and enhance his ability to listen through the comparison and identification of differences between the notation and recording of a musical composition.

Jo Ann O'Neill
Boude Storey Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Vocal Music - Choir

GRADE LEVEL: 10-12

CAREER EDUCATION

LEARNER OUTCOME: 9:16 The student should understand that listening is an important way to learn.

BASLINE OBJECTIVE: The student will be able to demonstrate a functional knowledge of tonality by aurally and orally analyzing music, then performing and transposing to other keys.

PERFORMANCE OBJECTIVE: The student will be able to locate and perform difficult horizontal and vertical intervals in a selected composition after participating in listening exercises.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Tonality</u> Practice of sightsinging skills Sectional Rehearsal Renearsing the Choir Daily Warm-Up Emphasis	The student will: 1. Sightsing a selection of polyphonic choral literature a cappella. 2. Participate in class discussion concerning the difficulties of sightsinging particular intervals within his/her own voice part and as a part of the total texture. 3. Listen to difficult intervals from his/her voice part and sing these intervals - beginning on various pitches.	1. <u>Teacher Information:</u> Choose appropriate, but difficult, music for the specific vocal group - preferably <u>too</u> difficult for success at this point. 2. Emphasize intervals from the selected composition 3. <u>Materials:</u> Piano

Curriculum Content	Activities	Resources/Suggestions
	4. Listen to selected polyphonic sections of the composition and identify difficult vertical intervallic relationships. 5. Sing these intervals in his/her own voice part while the other sections perform theirs; aim for intonation and blend of harmony. 6. Participate in continuing warm-up vocalises to overcome difficulties in tuning intervals. 7. Participate in class discussion/observation that desirable intonation may be more readily achieved when listening precedes and accompanies rehearsal of difficult music.	5. <u>Teacher Information</u> Accompany choir on piano first; then a cappella. 6. A Cappella - by sections and total choir. <u>Reference Text: Conducting Choral Music</u>, Robert L. Garretson, Allyn and Bacon, Boston.

EVALUATION: The student will locate and perform difficult horizontal and vertical intervals in a selected composition after participating in listening exercises.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking - Foods and Nutrition

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to a finished product.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to predict the necessity of proper measurement for successful cookie baking through class study and by producing a satisfactory finished product.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Preparation of cookies Types of cookies Ingredients and methods of making cookies.	The student will: 1. Read and discuss types of cookies (drop, bar, etc) and find a picture as an example of each type of cookie represented. 2. View a demonstration on measurements by the teacher. 3. Locate and interpret abbreviations in various recipes as well as terms used in the cookie recipe. 4. View a baking demonstration by a pastry specialist and sample the finished product.	1. <u>Text:</u> , <u>Teen Guide to Home-making</u> , pp. 453-455 2. <u>Teacher Information:</u> Use the specific equipment available in your lab. 3. <u>Texts:</u> recipe books 4. <u>Resource Person:</u> Pastry specialist from lunchroom.

Curriculum Content	Activities	Resources/Suggestions
Planning for a lab.	5. Listen to lecture as specialist demonstrates and participate in class discussion on possible effects of improper measurements.	5. <u>Materials:</u> Measuring cups and spoons, mixing bowls, cookie sheets, etc.
Careers related to pastry.	6. Plan and prepare the cookie chosen within a group situation.	6. <u>Teacher Information:</u> Lab preparation and clean-up system.
	7. Bring newspapers and find jobs related to pastry making or articles related to this field of cooking.	7. <u>Reference:</u> Newspaper
	8. Sample the finished cookies and participate in class discussion/observation that proper measurement of ingredients is necessary for success in baking.	8. <u>Teacher Information:</u> Groups should sample their own and others' finished product.

EVALUATION: The student will predict the necessity of proper measurement for successful cookie baking through class study and by producing a satisfactory finished product.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking

GRADE LEVEL: 7 & 8

CAREER EDUCATION

LEARNER OUTCOME: 5:06 The student should be able to understand why it is necessary to exhibit good manners both on the job and in social relationships.

BASELINE OBJECTIVE: The student will be able to recognize the factors which influence behavior and actualize behavior.

PERFORMANCE OBJECTIVE: The student will be able to identify and demonstrate acceptable table manners through continual practice in class and at home.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Using Good Manners While Eating</u> - What is etiquette? Conduct Rules: - Be on time or wait in line - Wait until everyone is seated before you start to eat. - Pass food to others or ask politely for it to be passed to you. - Use good posture, do not fidget; relax and enjoy the meal - Eat slowly and quietly chew with your mouth closed (small bites). - Keep your plate neat.	The student will: 1. Discuss the thought questions raised by the teacher in a small group. 2. Summarize in writing the group's answers. 3. Read the text's view on table manners and participate in class discussion on the necessity of utilizing acceptable table manners.	1. Teacher Information: Suggested questions: 1) Why is it important to use good manners everyday? 2) What do your manners tell others about you? 3) Why does knowing what to do help you feel more comfortable? 4) What is etiquette? 3. Text: <u>Lessons in Living</u>, pp. 141-145. Teacher Information.

Curriculum Content	Activities	Resources/Suggestions
Conversation -should be interesting and pleasant. -voice should be low. Appearance Using flatware and napkins -use napkin to protect clothing as well as wipe mouth and fingers. -use knife to cut food that cannot be cut with fork. -use knife to spread butter, etc. -use fork to carry food to mouth. -use spoon if food is soft or liquid	6. Observe and compile a list of different types of dress while eating out and at home. 7. Tell his or her findings to the class and discuss a code for dress. 8. View teacher's demonstration on the proper use of napkin and flatware. 9. Demonstrate the proper procedure during food labs through role-playing. 10. Keep a diary for a week of personal table manners and complete a self-evaluation of his or her manners.	<u>Teacher Information:</u> 7. Encourage general code-you feel more at ease when dressed appropriately.

EVALUATION: The student will identify and demonstrate acceptable table manners through continual practice in class and at home.

Lou Jan Click and
Evaleana Sowell
Harry Stone Middle School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking - Consumer Education

GRADE LEVEL: 7-8

CAREER EDUCATION

LEARNER OUTCOME: 8:23 The student should understand the importance of saving money.

BASELINE OBJECTIVE: The student will be able to identify the actions involved in work oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to distinguish among ten (10) snacks and identify which one is both nutritious and economical.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Snacks Nutrition: Fats Carbohydrates Proteins Calories Vitamins Iron Economy Price checks Nutrition and Economy balanced together form wise purchase	The student will: 1. List the types and cost of snacks purchased by her/his family over a two-day period. 2. Analyze his/her own list as to nutrition and economy and share the findings with the class. 3. Participate in class discussion on nutritional and economical value of common snacks.	2. Comparison cards from the Dairy Council or a calorie counting chart. Sample questions: - Was the money spent wisely? - Is the snack nutritious? - Does it contain empty calories? 3. List 10 fairly common snacks from the students' lists on the board, add cost and nutrition information.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Wise Food Shopping	4. Compare the ten snacks discussed by charting the cost and nutritional value of each according to teacher's directions. 5. Participate in a small group discussion on the importance and problems of buying nutritious and economical food.	4. Comparison charts 5. Students should use their chart. Also, invite a parent or possible the school dietitian to give their views.

EVALUATION: The student will distinguish among ten snacks and identify which is both nutritious and economical.

112

Lou Jan Click
 Evaleana Sowell
 Harry Stone Middle School

113

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 9:18 The student should be able to discuss the relationship between daily physical activity and physical fitness.

BASELINE OBJECTIVE: The student will be able to recognize the factors which influence behavior and actualize behavior.

PERFORMANCE OBJECTIVE: The student will be able to identify the consequences of not eating properly.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Introduction of Basic Four Food Groups - milk - meat - fruits and vegetables - breads and cereals Planning well balanced meals	The student will: 1. Make a chart on the Basic Four Food Groups. 2. Find two (2) pictures to represent each food group and display on paper. 3. Plan meals for two days making sure that the recommended daily allowances are met. 4. Keep a record of what he/she ate for one day.	1. Hand-out paper relating to Four Basic Good Groups. Four columns will be headed Group/Recommended Allowances/Sources. 2. Materials: Old magazines 3. Materials: - Charts made by students - Examples supplied by teacher - Two meats - Two milks - etc.

Curriculum Content	Activities	Resources/Suggestions						
Effects of food on physical activity.	5. List these foods on a chart according to Group and compare with Recommended Daily Allowance.	5. Example of chart: <table><tr><th>Group</th><th>Allowance</th><th>Consume</th></tr><tr><td>Milk/ Cheese</td><td>4</td><td>3</td></tr></table>	Group	Allowance	Consume	Milk/ Cheese	4	3
	Group	Allowance	Consume					
	Milk/ Cheese	4	3					
	6. Listen to the hospital dietician's lecture on how what's eaten relates to illness.	6. Resource Person: Dietition from Methodist Hospital.						
	7. Listen to the dietician from a nursery school explain how what is eaten relates to the alertness and attitudes of people.	7. Resource Person: Dietition from Kiest Polk School						
8. Discuss in a small group the consequences of not eating properly and formulate a group answer to the teachers thought question, to be shared with the class.	8. Suggested question: How could this affect you on a job someday, as well as now as a student?							

EVALUATION: The student will identify the consequences of not eating properly.

Jill Edwards
Boude Storey

117

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking - Clothing Construction

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will be able to use work oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to organize her/his wardrobe by practicing daily and weekly care for clothes so they will be durable and ready to wear when needed.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Clothing</u> - daily care of clothing - brushing, hanging and sorting - spots and stains - mending <u>Weekly Care</u> - laundering and drying - laundry aids - detergent & bleaches - stain removers, etc.	The student will: 1. Read and discuss maintaining clothes for attractiveness and durability. 2. View film and demonstration on daily care that should be given to clothes. 3. Bring clothes to class that are stained and have spots; use resources from Procter and Gamble Co. to remove them. 4. Bring clothes that need mending or hand work and mend them in class. 5. Participate in a class discussion on machine laundering and drying; hand washing and line drying. 6. Locate advertisements for various laundry products and bring these to class.	1. Text: <u>Teen Guide to Homemaking</u> , pp. 295-307. 2. <u>Audio Visual</u> : Filmstrip from Procter & Gamble. 3. <u>Materials</u> : Stained clothing, stain and spot remover from Procter & Gamble. 4. <u>Materials</u> : needle, thread, clothes, buttons, pins. 5. Demonstration using garments of different materials. 6. <u>Reference</u> : use current magazines, newspapers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Ironing and pressing</u> <u>Seasonal care</u> - storing - remodeling	7. View demonstration on the proper way to iron and press in a hotel/motel where an ironing board is not available. 8. Participate in class project on choosing and displaying several storage accessories. 9. Make one accessory that she/he may use at home for her/his wardrobe. 10. Choose one garment that needs remodeling and bring it to class. 11. Listen to the speaker discuss his/her own garment with the guest or teacher and plan remodeling of the garment. 12. Participate in a class discussion/observation that organizing a wardrobe takes time and continual work, but gives the owner confidence that clothing will be ready to wear when needed.	7. Invite employee of the community cleaners' to speak and demonstrate. 9. Variety of types and sizes of storage accessories: hangers, bags, tie and belt hangers, etc. 10. Wooden hangers, nails, paint, yarn, etc. 12. Dressmaker and/or parent who sews.

EVALUATION: The student will organize his/her wardrobe by practicing daily and weekly care for clothes so they will be durable and ready to wear when needed.

Johnnie Gales
Boude Storey

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to interpret the necessity of accurate lay-out, cutting, and marking for successful sewing by producing a satisfactory finished product.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Constructing a simple garment. Select a pattern for a simple sewing project. Select material and notions for making the garment. Choose correct layout and cutting. Method of marking fabric.	The student will: 1. Read and discuss the different figure types. 2. View the display of different figure types and the teacher's demonstration on measurement. 3. Select a sewing partner and measure accurately for correct pattern size. 4. Field trip to fabric store to select material and notions for making garment. 5. Discuss the three things that determine what layout you will use. 6. Watch the teacher demonstration of the correct method of layout and cutting.	1. Teen Guide to Homemaking 2. Tape measure. 3. Pattern Book: Simplicity. 4. Field Trip: Hancock Fabric Store. 5. Textbook and materials. 6. Scissors, pins.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Observe the correct method of transferring marking of fabric as the teacher demonstrates. 8. Discuss the consequences of sloppy cutting and/or not bothering to mark the material as the pattern directs. 9. Sew his or her garment using accurate layout, cutting and marking procedures.	7. Tracing wheel, tracing paper, pins. 9. Student's own materials, pattern, tools.

EVALUATION: The student will interpret the necessity of accurate layout, cutting, and marking for successful sewing by producing a satisfactory finished product.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking (Getting a Job)

GRADE LEVEL: 9

CAREER EDUCATION

LEARNER OUTCOME: 2:04 The student should be able to identify job categories in which he/she has some interest, and list under each category identified: the various job titles the educational requirements, and employment outlook for each job title.

BASELINE OBJECTIVE: The student will be able to plan work-oriented behaviors and prepare for achievement outcomes.

PERFORMANCE OBJECTIVE: The student will be able to categorize jobs and classify opportunities according to demand and educational requirement.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Getting a Job</u> Looking into various job categories	The student will: 1. Decide which job he or she is interested in and determine what skills, aptitudes and educational requirements are necessary for different job levels.	1. <u>Occupational Outlook Handbook</u> and resource people within the school
Availability of jobs.	2. Use the classified ad section to see demand of the various jobs in which an interest is shown.	2. Newspapers
Review procedures for getting a job through interview.	3. Role play a job interview.	3. Filmstrip: "How to Get a Job"
Apply for a job.	4. Select an ad, and call or apply in person as stipulated in the ad, for the particular job.	4. Telephone and some business may cooperate to allow the entire class to interview.

EVALUATION: The student will categorize jobs and classify opportunities according to demand and educational requirements.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking (Clothing Construction)

GRADE LEVEL: 9

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will be able to emphasize specific work-oriented behaviors and predict individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to construct and wear a garment recognizing that sequential planning and performance is essential when completing a task.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. Selecting a suitable pattern. (a) according to sewing ability (b) pattern size and type	The student will: 1. Select a pattern to be used in the construction of a garment.	1. Pattern catalogs allow students to browse through several catalogs before making selection.
2. Select view of pattern choice.	2. Take body measurements to determine size and figure type.	2. Wall chart of body measurements.
3. Construction of garment.	3. Check to see if pattern selected is available in needed size; if not what alterations are needed and if student is capable of doing needed adjustment.	
	4. Compare views to learn amount of fabric needed, notions, suitable fabrics, etc.	4. Pattern envelope.

Curriculum Content	Activities	Resources/Suggestions
	5. Review construction skills. 6. Using pattern guide, follow step-by-step construction method. 7. Model finished garment.	6. Pattern guide.

EVALUATION: The student will construct and wear a garment recognizing that sequential planning and performance is essential when completing a task.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking (Nutrition)

GRADE LEVEL: 9

CAREER EDUCATION

LEARNER OUTCOME: 4:08 The student should display pride in his/her work and work product.

BASELINE OBJECTIVE: The student will be able to apply behavior to work-oriented situations and improve methods of tasks accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate that through planning, satisfying accomplishments can be attained.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Making a pineapple salad - choosing a recipe - emphasis on using gelatin - likes and dislikes - time allocated Make market order.	The student will: 1. Explore a variety of recipes from various sources. 2. Become acquainted with equipment and ingredients needed to make salad. 3. Explore kitchen units. 4. Select recipe. 5. List all ingredients needed to make salad.	1. Cookbooks and magazines 2. Pantry, refrigerator, measuring equipment, ingredients. 3. Large and small equipment. 4. Cookbook 5. Market order forms.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Make time schedule. Make and serve salad.	6. List duties to be performed according to time allocated. 7. Follow the recipe and complete product - and serve attractively.	6. Schedule form. 7. Ingredients, utensils, and serving pieces.

EVALUATION: The student will demonstrate that through planning satisfying accomplishments can be attained.

Florence E. Sunday
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking (Nutrition)

GRADE LEVEL: 9

CAREER EDUCATION

LEARNER OUTCOME: 4:10 The student should understand the importance of being consistent and persistent.

BASELINE OBJECTIVE: Individual planning is related to goal attainment.

PERFORMANCE OBJECTIVE: The student will be able to plan a diet for weight loss and show how being consistent in the following of the plan is necessary to attaining the weight loss.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Decide the number of pounds to be lost	The student will: 1. Determine what correct weight should be.	1. Health/Foods books.
Make balanced menus	2. Estimate the time needed to accomplish loss.	2. Graphs and charts
Demonstrate ability to plan and prepare a recipe	3. Discuss how being consistent is important to losing weight.	
Personal evaluation	4. Compile recipes to accompany menus to follow at home.	4. Cookbooks/magazines
	5. Select wisely from school menus.	5. School menus from newspapers.
	6. Select ingredients needed for recipe.	6. Film: "You Are What You Eat" Equipment in kitchen needed to prepare recipe.
	7. Compare beginning weight with present.	7. Height/Weight charts and scales

EVALUATION: The student will plan a diet for weight loss and show how being consistent in following the plan is necessary to attain the weight loss.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Homemaking (Sewing)

GRADE LEVEL: 10

CAREER EDUCATION

LEARNER OUTCOME: 3:09 The student should be able to identify examples of work habits and attitudes necessary for successful entry into a chosen occupation.

BASELINE OBJECTIVE: The student will be able to emphasize work-oriented behaviors and predict individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to identify 5 advantages and 5 disadvantages associated with developing good work habits and attitudes in using the sewing machine.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Becoming familiar with the sewing machine a) Parts and uses b) Threading c) Sewing a straight line d) Care of the sewing machine	The student will: 1. Read the sewing machine manuals. 2. Learn the major parts of the sewing machine and its uses. 3. Practice sewing on practice guides. 4. Practice threading the machine. 5. Sew a simple project to get practice in sewing straight lines.	1. Text book. 2. Singer sewing machine, transparencies, filmstrips. 4. Notions: thread, bobbin, needles, fabric. 5. Potholders, aprons, etc.
II. Evaluating the advantages and disadvantages of proper use of the equipment		

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss the disadvantages of not being able to control the stitching. 7. Discuss and illustrate by performance the advantages of being familiar with the use of a machine . 8. Discuss 5 advantages and 5 disadvantages of caring for the machine.	6. Trip to a garment manufacturer and see their quality control. 7. Have a home economist in to lead the discussions.

EVALUATION: The student will identify 5 advantages and 5 disadvantages associated with developing good work habits and attitudes in using the sewing machine.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Marriage Preparation (Homemaking)

GRADE LEVEL: 11-12

CAREER EDUCATION

LEARNER OUTCOME: 5:24 The student should be able to communicate, project his or her thoughts and/or express his/her feelings.

BASELINE OBJECTIVE: The student will be able to plan work-oriented behaviors and prepare for achievement of outcomes.

PERFORMANCE OBJECTIVE: The student will be able to identify the relationship between communication and controlling the emotions in a good marriage.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Learning about communication: - Ways of communicating - Understanding emotions • Those that build • Those that destroy - Ways we express emotions	The student will: 1. Read text and resources. 2. Discuss various ways people express their anger or feelings. 3. Role play specific feelings or thoughts (may be pulled from a box of suggestions). 4. List some problems that may cause various feelings or reactions and suggest ways of responding.	1. <u>Homemaking for Teenagers, Relationships, Your Marriage and Family Living</u>, Transparencies. 2. Teacher-made suggestions

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Discuss the advantages of being aware of the problems that often come from not communicating. 6. View and discuss a T.V. program that deals with family communicating. 7. Identify the relationship between the way they handle their thoughts and feelings today with that in a permanent relationship. 8. Talk with resource persons or read stories about projecting thoughts and feelings. 9. Design a Bulletin Board identifying the relationship between communication and controlling your emotions.	5. Suggestion for field trip to hear divorce cases. 6. <u>The Distant Promise: Maturity</u> 8. Counselor/Psychologist or assigned fiction book. 9. Bulletin Board

EVALUATION: The student will identify the relationship between communication and controlling the emotions in a good marriage.

Ruby L. Smith
South Oak Cliff

145

144

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Drafting - Ind. Arts

GRADE LEVEL: 10-12

CAREER EDUCATION

LEARNER OUTCOME: 2:10 The student should be aware of various jobs he or she can have with the same skills.

BASELINE OBJECTIVE: Mastery Objective 6-8/C The student will be able to apply work-oriented behaviors and expand the range of individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to name 5 of the employment opportunities within the drafting field; and also careers in the satellite areas related to drafting.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Career Fields in Drafting Area A. Draftsman 1. Electrical 2. Mechanical 3. Architectural 4. Technical B. Illustrator 1. Medical 2. Architectural 3. Technical C. Architect 1. Commercial 2. Residential	The student will: 1. Read both text assignments. 2. Select an area within the module outline - and write a small sketch about the career field - etc., qualifications, salary and work locations. 3. Be placed in groups representing the different jobs within this career. Each group will get a guest speaker to talk to whole class about his job and answer questions from group.	1. Texts: <u>Drafting - Technology and Practice</u> - William P. Spence - pp. 22-30, <u>Exploring Drafting</u>, John Walker. pp. 286-291 2. Pencil and paper 3. Texas View - Texas State Commission Publication. - DISD resource book for outside speakers. - Times-Herald, Morning News want-ads.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts/Communication

GRADE LEVEL: 7 & 8

CAREER EDUCATION

LEARNER OUTCOME: 4:01 The student should be concerned with the concept of quality in relation to a task or job.

BASELINE OBJECTIVE: The student will be able to apply work-oriented behavior and expand the range of individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to process a roll of underdeveloped black and white film in order to produce a quality negative as required in the photographic industry.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Film Processing A. Pre Wash B. D-76 - Mix procedure - Time and temperature - Film type and speed C. Stop bath D. Fix - Mix procedure - Time and temperature E. Hypo-Clear - Mix concentration ratio - Time F. Wash - Temperature - Duration of wash - GPM of water flow	The student will: - Read chapter dealing with black and white film processing and answer questions. - Predict the outcome of various processing errors in appropriate chapter of <u>World of Communications</u>. - View the filmstrip on black and white film processing from PITSCO. - List five basic entry level skill requirements for photographic industry. - Record accurately a systematic procedure for black and white film processing as observed during instructor's demonstration.	- Text: <u>Practical Photography</u>, McCoy <u>World of Communications</u>, (Basic Camera) McKnight Publishers. - Filmstrip: "Processing Negatives" from PITSCO, <u>Basic Camera</u> filmstrip unit. - Teacher Information: Demonstrate film processing as students list steps.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
G. Photo-flo-200 1. Mix concentration 2. Time H. Drying Procedure 1. Temperature 2. Duration 3. Film clip attachment I. Storage and Retrieval 1. Cutting according to type of film 2. Labeling 3. Care of negatives	6. Process a roll of undeveloped black and white film: - pre-wash the film - proceed with D-76, stop bath, fix, hypo-clear, wash, photo-flo-200, and drying procedures. 7. Cut and label the negatives. 8. Participate in a class discussion comparing the quality of various negatives developed by class members.	6. Materials: - film - processing equipment

EVALUATION: The student will process a roll of undeveloped black and white film in order to produce a quality negative as required in the photographic industry.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:05 The student should understand the importance of staying with a task until it is completed.

BASELINE OBJECTIVE: The student will be able to apply behavior to work-oriented situations and improve methods of task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to construct a go-cart and will ride in the working go-cart when completed.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
The Go-Cart - Schematic Diagram - Collection of Parts - Wide thread tires - Angle iron The Braking System of a Go-Cart Use of the Arc Welder	The student will: 1. Read and identify the parts of a go-cart. 2. Diagram his/her plans for the go-cart. 3. Observe teacher's demonstration and assemble the front end of the go-cart. 4. Participate in class analysis to describe the braking system. 5. View the demonstrated technique for using the arc welder.	1. Text: <u>The Language of Go-Carts</u> Information dealing with "Metal Shapes", "Braking System" and "Engine Power". 3. Materials: Parts of the go-cart Tools 5. Teacher performs demonstration with the arc welder.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. Discuss the importance of completing a task once it is begun. 7. Connect the go-cart parts using an arc welder and continue steps until cart is completed. 8. Ride in his/her finished cart.	6. Teacher information: Explain that one day of class will be set aside for riding the finished go-carts. 7. Teacher information: Demonstration and individual assistance.

EVALUATION: The student will construct a go-cart and will ride in the working go-cart when completed.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts - Electricity

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASLINE OBJECTIVE: The student will be able to emphasize specific work-oriented behaviors and predict individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to solder the component parts and describe the function of the complete crystal radio and his feelings concerning the completed task.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
The Crystal Radio The Schematic Diagram Construction Process and Equipment Solder Technique Value of resistor and transformer	The student will: 1. Read and identify the symbols presented. 2. Participate in class discussion of parts and their functions. 3. Collect materials needed for construction. 4. Observe the teacher's demonstration of proper solder technique. 5. Test the value of the transformer, etc. and begin process.	1. <u>Texts: Understanding Electronics, The Body of Elements, Electronics Symbols.</u> 3. <u>Materials: Necessary supplies for crystal radio, soldering equipment, etc.</u> 4-6. <u>Teacher Information, Demonstrate steps and aid students.</u>

Curriculum Content	Activities	Resources/Suggestions
	6. Complete the connection of the component parts at a high frequency level. 7. Test the performance of the completed radio at 100 AM and FM. 8. Participate in class discussion/observation that proper solder technique is necessary for a satisfactory product and express pride and/or possible improvements in the finished product.	

EVALUATION: The student will solder the component parts and describe the function of the complete crystal radio and his feelings concerning the completed task.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Metal Shop)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 4:08 The student should display pride in his/her work products.

BASELINE OBJECTIVE: The student will be able to display with accuracy the importance of quality work through completed well planned projects.

PERFORMANCE OBJECTIVE: The student will be able to plan, through an orderly process, a project of his/her own design and craftsmanship.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Skill development and project design influences the degree of pride in the completed project. <u>Project Design</u> A. Planning B. Identifying tools C. Estimating costs D. Quality of work	The student will: 1. Listen as the teacher explains the importance and steps of project design. 2. Observe the teacher demonstrating the proper procedures for designing a project. 3. The student will study model project designs. 4. Listen as the instructor explains the correct procedures for estimating cost of materials. 5. Estimate cost of example project.	1. Text - <u>General Shop</u> by R. L. Jackson. 2. Instructor and films

Curriculum Content	Activities	Resources/Suggestions
	6. Discuss what makes a good project with the assistance of the instructor. 7. Design a project of his/her choice. 8. Construct a project that she/he has designed.	6. Teacher information. Include pride factor. 7. Instructor's approval. 8. With instructor's help.

EVALUATION: The student will plan, through an orderly process, a project of his or her own design and craftsmanship.

185

184

Leslie Williams
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 4:08 The student should display pride in his or her work products.

BASLINE OBJECTIVE: The student will be able to plan work-oriented behaviors and prepare for achievement of outcomes.

PERFORMANCE OBJECTIVE: The student will be able to design, plan and construct the project of his or her choice.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Project Design</u> 1) Planning 2) Estimating cost of materials 3) Identify tools needed 4) Quality of work	The student will: 1. Listen as the teacher explains the steps and importance of project design. 2. Observe the teacher demonstrate proper designing procedures. 3. Study model projects for design and quality. 4. Listen as the teacher explains proper cost estimating. 5. Estimate cost of example (model) projects. 6. Watch film on project design and construction.	1. Instructor. Text: <u>General Shop</u> , Jackson, R. L.

Curriculum Content	Activities	Resources/Suggestions
	7. Discuss what makes a good project. 8. Design the project of his or her choice. 9. Construct the project he or she designed.	7. Include pride factor.

EVALUATION: The student will design, plan and construct the project of his/her choice.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts - Communications

GRADE LEVEL: 7 - 8

CAREER EDUCATION

LEARNER OUTCOME: 6:17 The student should be able to understand the relationship of satisfaction to successful achievement.

BASELINE OBJECTIVE: The student will be able to identify the actions involved in work-oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to design and construct a glider and complete a data card on a successful flight after detailed study in class.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>Aeronautical Design of a Glider</u> Design: A. Characteristics needed B. Airfoil and flight principles C. Center of gravity D. Definition of terms: a) a loft b) wing span c) lift d) frail e) dihedral angle f) airfoil g) center of gravity h) wing span i) stabilizer j) fuselage 170	The student will: 1. Listen to lecture and participate in discussion on aeronautics and gliders. 2. Design a glider: a) fuselage b) wing c) stabilizer 3. Make the pattern a) trace shapes b) cut out pattern 4. Transfer pattern to wood using carbon paper or magic marker 89	1. Reference text: <u>Aeronautics and Gliders</u>, Beennit and Barringer, Pitman Publishing. 2,3. Same text, <u>Teacher Information: Demonstrations</u>, examples. <u>Material</u>: paper, pen. 4. <u>Materials</u>: Balsa wood, carbon paper, markers 171

Curriculum Content	Activities	Resources/Suggestions
Construction Techniques: 1. cutting 2. sanding 3. glueing 4. decorating	5. View teacher's demonstration of proper techniques for cutting, sanding, glueing and balancing the glider. 6. Cut wood, using exacto knife, with or against grain, according to technique demonstrated.	5-8. Exacto knives, white glue, abrasives
Testing the glider	7. Sand edges for aerodynamic shapes desired.	
Flight Conditions 1. wind direction 2. wind speed 3. temperature 4. flight time 5. flight distance 6. flight height 7. aircraft stability 8. weather	8. Glue each part in its proper place as indicated in design to insure balance. 9. Decorate glider. 10. Make test-flights until satisfied with flight pattern. 11. Participate in discussion on flight conditions and view teacher's demonstration on completing the data card. 12. Complete data card for a successful flight of glider.	9. Paint, brushes. 11. Text 12. Materials: Index cards Teacher Information: Allow time for several flights so student will have a satisfactory flight to chart.

EVALUATION: The student will design and construct a glider and complete a data card on a successful flight after detailed study in class.

Bert Kennedy
Harry Stone Middle School 173

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (General Shop - Plastics)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 7:03 The student should be able to discuss what might be the consequences to himself/herself and others if he/she does not practice good work habits.

BASELINE OBJECTIVE: The student will be able to organize, work-oriented behavior and implement plans for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to plan and use advanced working drawing and procedure of operations to complete an assigned project showing good work habits.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Correct procedures for all machines and processes A. Machine use and safety B. Hand Operations	The student will: 1. Observe demonstrations of correct machine, material, and process usage by teacher.	1. Graph papers, rulers as needed.
II. Planning and Design Steps A. Use of planning tools B. Introduction of logical work procedures and standard operating procedures	2. Sketch a working drawing of 3 different small assigned projects. 3. Write a list of step-by-step procedures for a project of his own design. 4. Produce a project using his own plans and procedure sequence. 5. Discuss in class by groups, problems and shortcuts to enforce idea of use of good work habits.	2. Transparencies from drafting series. 3. Unit 3 text book. <u>General Plastics</u> , McKnight and McKnight. 4. Machines, tools, materials as per shop and program outline. 5. Outside literature on good work habits.

EVALUATION: The student will plan and use advanced working drawing and procedure of operations to complete a given assigned project showing good work habits.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts

GRADE LEVEL: 7-8

CAREER EDUCATION

LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to safely perform basic cutting operations using basic wood cutting machines in building a model home and identify five safety precautions involved.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. Construction Technology Model home construction A. Band saw B. Scroll saw C. Drill press 2. Safety rules A. Band saw B. Scroll saw C. Drill press 3. Operating procedures A. Band saw B. Scroll saw C. Drill press 4. Preparation for model home construction A. Working drawings B. Identification of the model home component parts C. Bill of materials D. Ordering 5. Construction of the model home	The student will: 1. Listen to teacher's lecture introducing machines and participate in follow-up discussion. 2. Participate in discussion on safety precautions after viewing films and demonstrations and complete a safety test covering the band, saw, and the drill press. 3. Demonstrate safe operating procedures while observed by the instructor. 4. A. Construct working drawings. B. Identify the component parts of a contemporary home C. List the materials needed to construct a contemporary home	1. <u>Teacher Information</u> Hand-outs <u>Audio-Visual</u> several films available 2. <u>Teacher Information</u> Hand-outs, test, demonstrations, lecture <u>Audio-Visual</u>: films available. 3. <u>Teacher Information</u>: hand-outs and demonstrations of each can precede student's demonstration. 4. <u>Teacher Information/Audio-Visual</u>: Models, lecture demonstrations, text

Curriculum Content	Activities	Resources/Suggestions
	D. Order the materials needed to construct his/her model home. 5. Construct his/her model home using safety precautions.	B. Model, lecture, film C. Model, discussion D. Lecture, demonstration model. 5. <u>Teacher Information:</u> Demonstrate and aid students. <u>Materials:</u> machines, hand tools and construction materials.

EVALUATION: The student will safely perform basic cutting operations using basic wood cutting machines in building a model home and identify five safety precautions involved.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Construction Technology

GRADE LEVEL: 7&8

CAREER EDUCATION

LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: The student will be able to apply work-oriented behaviors and expand the range of individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to safely perform basic cutting operations using basic wood cutting machines and identify the ten safety precautions involved.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Wood cutting machines A. Band saw 1. Safety rules 2. Safety equipment (goggles, etc.) 2. Operating procedure B. Scroll Saw 1. Safety rules - goggles	The student will: 1. Listen to a band saw introduction lecture. 2. View a band saw safety film strip. 3. Listen to a Band Saw safety lecture demonstration. 4. Satisfactorily complete a safety test covering the Band Saw. 5. Observe operating procedures for the Band Saw as demonstrated by the instructor. 6. Demonstrate safe operating procedures while being observed by the instructor. 7. Listen to a Scroll Saw introduction lecture. 8. View a Scroll Saw safety film strip.	1. Teacher hand-out. 2. SVE - Singer film strip - band saw 3. Teacher hand-out, lecture-demonstration 5. Teacher hand-out, demonstration. 6. Teacher hand-out. 7. Teacher hand-out 8. SVE - Singer film strip - Scroll Saw

Curriculum Content	Activities	Resources/Suggestion
2. Operating procedure	9. Listen to a Scroll Saw safety lecture - demonstration.	9. Teacher hand-out, lecture - demonstration.
	10. Satisfactorily complete a safety test covering the Scroll Saw.	10. Test hand-out.
	11. Observe operating procedures for the Scroll Saw as demonstrated by the instructor.	11. Teacher hand-out, demonstration
	12. Demonstrate safe operating procedures while being observed by the instructor.	12. Teacher hand-out - Scroll Saw.
	13. Participate in class discussion on the ten safety precautions and their importance in completing a task.	

EVALUATION: The student will safely perform basic cutting operations using basic wood cutting machines and identify the ten safety precautions involved.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Gen. Shop Electricity 7th

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME:8:02 The student should realize that changes in the technology will affect his/her lifestyle.

BASELINE OBJECTIVE: The student will be able to apply work-oriented behaviors and expand the range of individual outcomes.

PERFORMANCE OBJECTIVE: The student will be able to build a series and a parallel circuit and will be able to identify how or if technology has affected the circuit.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
How to build a circuit - series - parallel Series Circuit - voltage - current - resistance Parallel circuit - voltage - current - resistance	The student will: 1. Observe as the teacher demonstrates how to build a circuit. 2. Use the experience lab to build a series and a parallel circuit. 3. Experiment with the series circuit to show the relationship between the voltage, current and resistance in a series circuit. 4. Experiment with the series circuit to show the relationship between the voltage, current and resistance in a parallel circuit.	1. Reference texts: - 555 Exploratory Electronic Laboratory Work Stations. - Experience with Electronics - 555 Experience Manual

Curriculum Content	Activities	Resources/Suggestions
	5. Participate in a class room discussion on how technology has affected each type of circuit.	5. Suggestion: The vacuum tube vs. the transistor, etc.

EVALUATION: The student will build a series and a parallel circuit and identify how or if technology has affected the circuit.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Drafting)

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 8:02 The student should realize that changes in technology will affect his/her work and lifestyle.

BASELINE OBJECTIVE: The student will be able to analyze work-oriented behavior and organize skilled behavior.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate basic lettering skills and describe the effect of technology on the style of lettering.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Lettering Vertical Gothic Letters - Upper Case - Lower Case Slanted Gothic Letters - Upper Case - Lower Case Vertical and Slanted Gothic Numbers - Upper Case Numbers - Lower Case Numbers	The student will: 1. Identify several basic types of lettering and distinguish among those to find the types most often used in drafting and related industries. 2. Discuss vocational opportunities involving lettering after viewing the film. 3. View teacher's demonstration and identify the characteristics of good as well as bad lettering. 4. Evaluate his/her present lettering ability and practice the basic techniques to draw legible letters and numbers.	1. DISD Film: "Poster Making" Design and Technique Bailey 1953(A-194) "Mechanical Drawing Series" Set 3, McGraw Hill 3. Demonstrate vertical and Gothic letters and numbers on board or overhead projector. 4. Individual help; students may work in pairs.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Letter at least one alphabet and number series using proper procedure. 6. View the film on technical styles and participate in class discussion on the gradual changes in lettering style due to technological needs and improvements.	5. Drawing paper, pens 6. "Technical Lettering-Single Stroke Gothic Series," J. Handy (KF-207 to KF-207.5)

EVALUATION: The student will demonstrate basic lettering skills and describe the effect of technology on the style of lettering.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Basic Electricity

GRADE LEVEL: 10

CAREER EDUCATION

LEARNER OUTCOME: 8:03 The student should understand that technology results in greater, faster and better production.

BASLINE OBJECTIVE: The student will be able to recognize changes in the factors which influence behavior and modify behavior.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the correct usage of two pieces of basic test equipment in a practical electrical circuit and write a report describing the origin, use and benefit of one of the test instruments.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Test Instruments Basic Equipment Tube Checker 1. socket bases 2. calibration 3. tube selector 4. test switch Frequency Meter 1. test light 2. calibration	The student will: 1. Read pp. 125-135 in text. 2. Name the parts on each meter. 3. List the meter control for each piece of equipment. 4. Observe the teacher making a tube test. 5. Observe the teacher make a frequency check. 6. Measure the radio and intermediate frequencies in a receiver by using a frequency meter.	1. Text: Hill & Hill, <u>Basic Electricity</u> , Chap. 5, Test Instrument. 4.- 5. <u>Materials</u> : Tube checker, frequency meter. 6. Reference: Text, Encyclopedias.

Curriculum Content	Activities	Resources/Suggestion:
	7. Set up a tube checker and determine the condition of 8AK9. 8. Write a report describing the origin and purpose of one of the pieces of test equipment studied and cite the technological advantages in using such an instrument.	

EVALUATION: The student will demonstrate the correct usage of two pieces of basic test equipment in a practical electrical circuit and write a report describing the origin, use and benefit of one of the test instruments.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Basic Electricity

GRADE LEVEL: 10-12

CAREER EDUCATION

LEARNER OUTCOME: 8:03 The student should understand that technology results in greater, faster, and better production.

BASELINE OBJECTIVE: The student will be able to synthesize work-oriented behavior and execute precise skilled behavior.

PERFORMANCE OBJECTIVE: The student will be able to demonstrate the correct usage of five pieces of basic test equipment in a practical electrical circuit and describe their effect on production.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Test Instrument Basic Equipment VTUM - Tube checker - Frequency meter - Signal generator - Meter control VTUM - Range - Function - Ohme adjust - Zero adjust	The student will: 1. Read pp. 101-111 and participate in class discussion on these instruments. 2. Name the five pieces of basic equipment. 3. View teacher's demonstration on using the the VTUM. 4. Demonstrate the use of a VTUM by making a voltage, resistance and current measurement.	1. <u>Text</u> : Howard, Lowell 2. <u>Basic Electricity</u> : Chapter 10, Test Instruments, Edgefill, Ill. 3. & 4. <u>Materials</u> : Basic electrical circuit parts, tools.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. List the meter controls for each piece of equipment. 6. Participate in class discussion in the importance of the five pieces of equipment and their effect on production.	

EVALUATION: The student will demonstrate the correct usage of five pieces of basic test equipment in a practical electrical circuit and describe their effect on production.

L. V. Jackson
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Electricity)

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: The student will be able to identify the actions involved in work-oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to describe how electrons flow in a conductor to provide power and energy and identify examples of jobs which require this knowledge.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
The Flow of Electrons - Common conductors and insulators - Different kinds of wires and cords - Underwriters knot - Electrical splices Good Conductors and Poor Conductors 200	The student will: 1. Define what is meant by the conductivity of a conductor. 2. Identify materials used to make common conductors and insulators. 3. Discuss the national electrical code and the national board of fire underwriters. 4. Distinguish why it is necessary to have both good conductors and poor conductors. 5. Participate in class discussion on the flow of electrons in a conductor. 125	1. Text: <u>Industrial Arts Electricity</u> 4. Sometimes it is necessary to have poor conductors for safety reasons. 201

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. State when an insulator may become a conductor. 7. View teacher's example and demonstrate models of the underwriters knot. 8. View teacher's demonstration and perform the electrical splices. 9. Listen to lecture and identify skills needed in four electricity occupations.	7. Material: Class electrical equipment 8. Teacher Information: Demonstrate three splices - tee, western union and pigtail.

EVALUATION: The student will describe how electrons flow in a conductor to provide power and energy and identify examples of jobs which require this knowledge.

Hughie C. Smith
Boude Storey Middle School

203

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts - Drafting

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 9:01 The student should be able to give examples of how an understanding of a specific knowledge is a means of achieving a particular career goal.

BASELINE OBJECTIVE: The student will be able to identify actions involved in work-oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to identify five examples of where multiview drawings are used to depict an object and name five jobs which might require this knowledge, after class study.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Multiview Drawing: Introduction to Multiview Projection Use of Multiviews Selection of views - Placement and projection of views Isometric Optional Interpreting Drawings Multiviews in the future	The student will: 1. Observe demonstration on the basic principles and layout procedures of multiviews. 2. Read the information in the text and view the filmstrips on multiview drawings. 3. List five uses of multiviews and share these with a small group. 4. Draw a multiview of familiar objects. 5. Construct an isometric pictorial from a multiview drawing.	1. Materials: Chalkboard. Examples from previous quarters. 2. Text: <u>Mechanical Drawing</u> Audio-visual: "Shape Descriptions", "Size Descriptions" (filmstrips and cassettes) 3. 4. Materials: drawing paper, pencils 5. Teacher Information: demonstration, hand-out

Curriculum Content	Activities	Resources/Suggestion
	6. Read and interpret a simple blueprint commonly found in industry. 7. Describe in writing how an object looks and will be made. 8. Discuss careers which might require knowledge of multi-views in a small group and compile a list of at least five such jobs.	6. Audio-visual: D.I.S.D., Drafting transparencies. 8. Teacher Information: Review previous group discussions and films. Encourage the groups to list present jobs described in the films, and also to predict future possibilities.

EVALUATION: The student will identify five examples of where multiview drawings are used to depict an object and name five jobs which might require this knowledge, after class study.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Plastics)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 9:08 The student should demonstrate skills such as using thermometers, following directions ... using rulers and tape measures.

BASELINE OBJECTIVE: The student will be able to apply behavior to work-oriented situations and improve methods of task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to construct a ruler using an original standard unit of measurement.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
1. History of measurement	The student will: 1. Discuss the need for measurement and the development of measurement systems.	1. Demonstrate use of ruler: clear plastic on an overhead projector is very effective.
2. Standards of measurement	2. Write a paragraph about why we need a measurement system.	2. Text: <u>General Plastics</u> unit on measurement and layout.
3. Definitions of various systems of measurement.	3. Develop their own system of measurement by choosing a standard such as a penny, a pencil or other object.	3. Use any object in the room or in sight.
4. Development of an original system of measurement.	4. Develop a system of measurement by division or multiplication of the chosen standard length. For Example: 4 pennies = 1 quadracent, 8 quadracents = 1 dime, etc.	4. Pencil and paper.

Curriculum Content	Activities	Resources/Suggestions
	5. Construct a ruler using his standard of measurement. 6. Measure various objects in the room using his/her ruler.	5. Use paper lengths at least 10 times the length of the standard and divide into equal parts by folding. 6. Books, chairs, windows, tables, etc.

EVALUATION: The student will construct a ruler using an original standard unit of measurement.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Electronics)

GRADE LEVEL: 10-12

CAREER EDUCATION

LEARNER OUTCOME: 9:10 The student should be willing to learn new concepts and tasks.

BASELINE OBJECTIVE: The student will be able to plan work oriented behaviors and prepare for achievement of outcomes.

PERFORMANCE OBJECTIVE: The student will be able to list the basic requirements for a job in the field of electronics.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Job descriptions in electronics	The student will: 1. List any jobs that he knows of in the field of electronics. 2. Discuss his/her list with the class and decide if the job falls under the category of electronics.	1. pencil and paper. 2. <u>Occupational Outlook Handbook</u> and teacher's text.
Job requirements in electronics	3. Discuss with a resource person various types of jobs in electronics and their educational requirements. 4. Choose a job from his list that he wishes to investigate and compile information about the job.	3. Personnel manager from Vought, Texas Instruments, Control Data, etc. 4. Newspapers, magazines, person doing the job now, personnel departments, colleges, employment agencies, etc.

Curriculum Content	Activities	Resources/Suggestions
Decision making abilities.	5. Discuss with the class what he/she can do now that will help him/her meet the requirements of this particular job.	

EVALUATION: The student will list the basic requirements for a job in the field of electronics.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Industrial Arts (Drafting)

GRADE LEVEL: 10-12

CAREER EDUCATION

LEARNER OUTCOME: 9:17 The student should understand that pictures, charts, graphs and movies are effective means of communicating.

BASELINE OBJECTIVE: The student will be able to apply behavior to work-oriented situations and improve methods of task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to communicate projected construction plans through producing an isometric drawing using drafting instruments correctly.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Required tools	The student will: 1. Watch a filmstrip and read his/her textbook assignment.	1. "Isometric Drawing", McGraw Hill Filmstrip, General Drafting "Pictorial Drawing" Chapter 19.
Isometric drawings	2. Discuss what these drawings would be used for in a manufacturing plant or engineering form.	2. Professional designer or draftsman as resource.
- in construction	3. Observe the teacher demonstration of an isometric drawing.	3. Transparencies and felt tip pens.
- in manufacturing	4. Sketch a simple cube on isometric graph paper.	4. Graph paper and pencil.
- in engineering		
Sketching and techniques		

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
View selection for proper perspective.	5. Use instruments to draw models on isometric graph paper. 6. Finish incomplete isometric drawings. 7. Produce an isometric drawing of a model on plain, buff drafting paper using instruments.	6. Mimeograph simple views. 7. Drafting instruments, drafting paper.

EVALUATION: The student will be able to communicate projected construction plans through producing an isometric drawing using drafting instruments correctly.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: CVAE Cooperative Training

GRADE LEVEL:
10-11-12

CAREER EDUCATION

LEARNER OUTCOME: 3:03 The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to simulate and apply strategies for an interview situation and activate through actual demonstration acceptable and unacceptable interview behaviors.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Employer - Employee Relations Expectations of potential Employer - good work - promptness - positive attitude The Interview - how to prepare - hygiene - apparel - reporting to interview site ahead of time - how to approach potential employer - voice level - body language	The student will: 1. List at least ten (10) acceptable and ten (10) unacceptable interview behaviors. 2. Write a simple, hypothetical employer-employee interview script and act out the dialogue in a class demonstration. 3. Fill out evaluation sheet describing their reaction to the demonstration above.	1. Use booklet: "Ten Common Mistakes Made by the Average Interviewer". Omaha Insurance Corporation (Nebraska) 2. Desk, three chairs, applications. 3. Evaluation will relate to appropriateness of apparel, employer approach, speaking (or voice) level.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Interact with a resource person on acceptable interview behaviors.	4. Resource Person, Sears/Personnel Department.

EVALUATION: The student will simulate and apply strategies for an interview situation and activate through actual demonstration acceptable and unacceptable interview behaviors.

John H. Trim
Roosevelt High School

LEARNING MODULE
CAREER EDUCATION

SUBJECT: CVAE Co-op Training (Safety)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: Student should be able to identify any safety hazards at his job or at home and take appropriate action to safeguard premises if danger is eminent.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
I. Safety Consciousness on the Job A. Rules of Safety Conduct B. "Good" and "Bad" Habits relating to safety. C. Certain areas on certain jobs are more dangerous than others D. Identify safety equipment II. Safety Consciousness at Home A. Basic power supply for home appliances B. Locating electric "turn-off" or "trip" switches and fire extinguishers C. Emergency phone numbers and procedures	The student will: 1. Demonstrate through posters that he/she is aware of basic safety rules. 2. Locate more information concerning safety at work and at home. 3. Break into groups of 3 or 4 each and write all the known "good" habits and "bad" habits of safety. 4. Participate in a class discussion of good and bad habits. 5. Identify industries that have areas designated as danger zones.	2. Use any resources available - overhead transparencies - safety films - filmstrips - safety manuals - industry safety codes

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	6. List and identify safety equipment used in industrial plants. 7. Identify various types of homes. 8. Draw line schematic of a small one story, or large two story home and show power supply used to run all appliances. 9. Define safety related terminology "trip-switches" etc. 10. List all appliances usually found in home. 11. Determine need for emergency phone numbers and use phone book to locate same.	6. Students could also visit shops and observe correct safety procedures. 7. Teacher should make random home visits. 9. Field trip to fire station and/or Dallas Power and Light. 11. Film, "This Was Your Life".

EVALUATION: The student will identify any safety hazards at his job or at home and take appropriate action to safeguard the premises if danger is eminent.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Occupational Investigation

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME:4:06 The student should understand that it is satisfying to know how a specific task relates to the finished product.

BASELINE OBJECTIVE: The student will be able to use work-oriented behavior and develop methods for task accomplishment.

PERFORMANCE OBJECTIVE: The student will be able to define the term manufacture and identify the five categories of jobs in the manufacturing industry after naming several manufactured items and their use in everyday life.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
<u>The Manufacturing Cluster</u> Economic Awareness - manufacturing - meeting societies' needs Career Awareness Job Categories - unskilled - semi-skilled - skilled - blue collar - white collar Durable goods, non-durable goods	The student will: 1. Define the term manufacture as the process of making products by hand or by machinery. 2. Name several manufactured items used in everyday life. 3. Identify the classification of manufactured items. 4. Participate in class discussion concerning the ways that manufacturing helps meet the needs of society. 5. Classify at least two jobs of the manufacturing industry into each of the five job categories.	1. <u>Text</u>: "Popeye and Manufacturing Careers" 3. <u>Audio-Visual</u>: "Working in Manufacturing", Eye-Gate filmstrip X335-G. 5. <u>Resource Person</u>: Speaker representing an apprentice training program in a particular occupation.

Curriculum Content	Activities	Resources/Suggestions
	6. View the filmstrip "Working in Manufacturing" and list some qualities needed by workers in a manufacturing plant. 7. Define terms in manufacturing cluster: skilled, unskilled, semi-skilled, blue-collar, white-collar, durable goods, non-durable goods.	6. <u>Audio-Visual</u>: filmstrip 7. <u>Resource Person</u>: Speaker representing an area in the manufacturing cluster.

EVALUATION: The student will define the term manufacture and identify the five categories of jobs in the manufacturing industry after naming several manufactured items and their use in everyday life.

231

230

Frank M. Dyer
Oliver Wendell Holmes Middle School

126

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Occupational Investigation

GRADE LEVEL: 7

CAREER EDUCATION

LEARNER OUTCOME: 4:22 The student should understand that as an employee he/she should be able to work well with others in reaching common goals of the company.

BASELINE OBJECTIVE: The student will be able to identify the actions involved in work-oriented behavior and move toward desired outcomes.

PERFORMANCE OBJECTIVE: The student will be able to define the term construction, classify three construction jobs for each of the five workers categories, and interpret the necessity for all employees to work together to complete a construction project.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
The Construction Cluster Career Awareness - unskilled - semi-skilled - skilled - white collar worker - blue collar worker Economic Awareness Important Terms - skilled - unskilled - semi-skilled - white collar - blue collar - minimum wage - apprentice	The student will: 1. Define construction as the process of making or building on a particular site. 2. Discuss three or more jobs in the construction industry in each category. 3. Identify ten or more tools used in the construction industry.	1. Reference text: "Popeye and a Construction Career" King Features 2. Additional Resources: - speaker from apprentice training program - speaker from construction company - field trip to construction site - field trip to Skyline trades or construction cluster

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Write the name of the job associated with each of these ten or more tools. 5. Watch the filmstrip "Working in Construction" and list some qualities needed by workers in the construction industry. 6. Define terms in the construction cluster. 7. Participate in class discussion on the inter-relationship of jobs of all five categories and state an example of why all would have to work together to complete a construction project.	4. Suggested tools: hammer power drill saw wrench screw driver pliers etc. 5. Audio-visual: Filmstrip "Working in Construction" McGraw-Hill 7. Teacher Information: Review filmstrip and notes taken from speaker's discussion. Include attitudes needed by employees.

EVALUATION: The student will define the term construction, classify three construction jobs for each of the five worker categories and interpret the necessity for all employees to work together to complete a construction project.

235

234

Frank M. Dyer
O. W. Holmes Middle School Academy

LEARNING MODULE
CAREER EDUCATION

SUBJECT: ROTC

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 2:06

The student should recognize that many places of employment have worker benefits such as retirement plans, hospitalization, life insurance and incentive programs which are profitable only if the employee remains with the company for a number of years.

BASELINE OBJECTIVE:

N/A

PERFORMANCE OBJECTIVE:

The student will be able to identify the fringe benefits offered by the U. S. Army, and some skills necessary to function effectively as a member of the military team.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Branches of the service	The student will: 1. Read her/his text assignment and participate in a group discussion in order to identify the various branches of the army.	1. JROTC M145 - 4 - 1 <u>Instructor's Guide for Introduction to Leadership Development.</u> FM 22 - 100.
Retirement Benefits	2. Listen as a career person in the army explains such benefits as retirement, insurance and medical care as provided by the U. S. Army.	2. Resource person
Hospitalization	3. Discuss what skills they feel would be needed in each branch of the Army and how to obtain these skills.	3. Teacher would point out the very broad occupational range of the Army.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	4. Compute the retirement pay of an SFC with twenty years of military serve. 5. Compare the SFC retirement pay with that of of a Captain. 6. Discuss with the class five (5) advantages and five (5) disadvantages of a military career.	4. Military tables of benefits.

EVALUATION: The student will identify the fringe benefits offered by the U. S. Army, and some skills necessary to function effectively as a member of the military team.

Col. R. W. Carrington
South Oak Cliff

LEARNING MODULE
CAREER EDUCATION

SUBJECT: ROTC

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to verbally identify the benefits of team work by comparing his individual score with the group score on the "Cash Register Problem."

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Group dynamics Decision making Group leadership Teacher announces the solution	The student will: 1. Solve individually the "Cash Register Problem." 2. Divide with the class into a group of six or seven and discuss the solution to the "Cash Register Problem." The group will then agree on a solution to the problem. 3. The remainder of the class will observe the group discussion and determine the answers to the following questions: a) Which members of the group do the most talking?	1. Advance Sheet, Pd. 5 M9 0 32-5 DaPam 600-15 Cash Register Worksheet 3. Teacher developed discussion

Curriculum Content	Activities	Resources/Suggestions
	b) Who does each member speak after? c) Which members interrupt and whom do they interrupt? d) Which members exert the most influence? 4. Compare his individual score with the group score and determine whether the group score was higher than the individual score.	

EVALUATION: The student will verbally identify the benefits of team work by comparing his individual score with the group score on the "Cash Register Problem."

LEARNING MODULE
CAREER EDUCATION

SUBJECT: ROTC

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 9:04 The student should be able to identify courses which are available in school and specialized training programs offered for full-time employment.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to discuss the educational and training programs offered by the U. S. Army.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Leadership ability. Need for high school diploma. Educational programs.	The student will: 1. Read his/her text assignment. 2. Discuss in small groups the general military organization and the advantages and disadvantages of being a leader. 3. Listen to an Army recruiter explain the educational requirements and special Army schools needed to become an officer. 4. Read about special training programs the Army has for drop-outs, high school graduates, junior college graduates and college graduates.	1. J ROTCM 145-4-1 Instructor's Guide for Introduction to Leadership Development. FM 22-100 3. Resource person. 4. Recruitment manuals

Curriculum Content	Activities	Resources/Suggestions
	5. Write a short report on a training program she/he is interested in and what is required before he/she can enter the program.	5. Pencil and paper

EVALUATION: The student will discuss the educational and training programs offered by the U. S. Army.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education (Gymnastic Vaulting)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 4:07 The student should display an awareness of ones need to experience personal satisfaction through one's accomplishment, recognizing what satisfaction is and that it can be different for different individuals.

BASELINE OBJECTIVE: The student will develop skills necessary to participate in activities of vaulting.

PERFORMANCE OBJECTIVE: The student will be able to display the skills learned at his level of accomplishment by demonstrating his knowledge of the skills and rules taught in vaulting in an individual or team situation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES, SUGGESTIONS
<u>Vaulting</u> Long Horse Vaulting <u>Skills</u> 1. straddle 2. spotting 3. squat 4. squat extension 5. scissors 243	The student will: 1. Vault from the horse vaulting buck, turned the long way. 2. Straddle the vault. 129	1. Gymnastic books and materials, illustrations from professional materials. Films on vaulting. Illustrations, books, films 2. Student and teacher demonstration. Films, illustrations, book. (Reach for the neck, hands hit horse, spread leg, push with arms, bend hips. Bring legs together to land on feet together.) 249

Curriculum Content	Activities	Resources/Suggestions
	3. Learn to spot. 4. The student will squat the vault. Reach for the neck of horse, bend hips and pull legs under body. Knees to chest. Push with hands. Bring legs through arms to mats. Spotting: same as straddle vault. 5. The student will squat extension. Same progression as squat, as clears end of horse quickly extends body in a slight arch. (Spotting) 6. The student will do scissors. Reach for the neck of the horse. As hands hit end of horse, bring left leg under and forward. Right leg over and back. Push with hands, turn head, shoulders and hips. Land facing horse in one-half turn. (Spotter should grasp waist.)	3. Student and teacher demonstration. Films. Illustration book, 1 film. (As vaulter brings leap forward, the spotter steps forward to assist. The spotter in front can grasp upper arms and lift.) 4. Teacher and student demonstration. Illustrations, films and books. 5. Teacher and student demonstration. Illustrations, films and books. 6. Teacher and student demonstration, films and books.

EVALUATION: The student will display the skills learned at his level of accomplishment by demonstrating his knowledge of the skills and rules taught in vaulting as an individual or team situation.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 8

CAREER EDUCATION

LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he/she is able to interact with other people by working as a team member.

BASELINE OBJECTIVE: The student will apply skills and rules to participate in team sports.

PERFORMANCE OBJECTIVE: The student will be able to exhibit skills, knowledge of the rules, and learn sportsmanship through participation in a volleyball game.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Volleyball 1. History 2. Equipment and care 3. Skills 4. Sportsmanship 5. Rules - number of players - position of players - serve - side out - rotation - fouls - violations - scoring - game	The student will: 1. Listen to a lecture from the teacher on the rules and regulations. 2. Learn the proper care of a volleyball. a. correct inflation b. never kick the ball c. condition of the floor is instrumental in assuring safe playing conditions. d. net, its care and keeping it properly rigged at all times 3. Learn the proper methods of serving: a. underhand serve b. pass or set c. bump pass d. the dig e. spiking f. blocking g. retrieving the ball from the net	1. Teacher 2. Films - volleyball, gymnasium, net, net standards, current rule book 3. Teacher and professional player demonstrations a. films b. filmstrips c. library

Curriculum Content	Activities	Resources/Suggestion
	4. Play an actual volleyball game. Skills, sports- manship and the rules will be stressed. 5. Discuss how fellow team members helped in learning how to play volleyball.	4. Gymnasium

EVALUATION: The student will exhibit skills, knowledge of the rules, and learn sportsmanship through participation in volleyball games.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education (Soccer)

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:04 The student should be able to recognize the degree to which he or she is able to interact with other people by working as a team.

BASELINE OBJECTIVE: The student will participate in recreational activities of a team nature.

PERFORMANCE OBJECTIVE: The students will be able to interact with other people by demonstrating their knowledge of 10 rules and 5 skills of the game of soccer in a team situation.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Soccer 1. History of Soccer 2. Equipment and area 3. Rules and skills	The student will: 1. Review the history of soccer through both lecture and individual research. 2. Listen to discussion of equipment needed as well as regulations for playing area. 3. Discuss orally the rules of the game. 4. Demonstrate and perform the skills necessary for the different kinds of kicks to control the ball.	1. <u>Encyclopedia of Sports</u> , Menke Frank, New York, Barnes, Co. 2. Teacher prepared handout based on official <u>N.C.A.A. Soccer Guide</u> , Phoenix, Ariz. 3. <u>Physical Education Handbook</u> , 5th Edition, Seaton, Clayton, Rechen and Messersmith. 4. <u>Skills and Strategies of Successful Soccer</u> , Prentice Hall, Inc., 1968, Schmid, Irvin, John L. McKlon and Melvin Schmid.

Curriculum Content	Activities	Resources/Suggestions
5. Assignment	5. See demonstrations on defensive and offensive playing and they will perform the activities. 6. See demonstration and perform the activities of passing, dribbling, and basic trapping with the ball. 7. Cut out articles from the newspaper on Soccer. 8. Discuss famous soccer players. 9. Attend a major league soccer game. 10. Listen to a guest speaker, a major league soccer player. 11. Participate in a game of soccer.	5. Gymnasium and Soccer Field. 6. Newspaper 7. Newspaper 9. Dallas Tornado - SMU Stadium 10. Resource person from Dallas Tornado.

EVALUATION: The student will interact with other people by demonstrating their knowledge of 10 rules and 5 skills of the game in a team situation.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Physical Education

GRADE LEVEL: 7 - 8

CAREER EDUCATION

LEARNER OUTCOME: 7:20 The student should be able to identify good safety habits which would apply on the job as well as at home.

BASELINE OBJECTIVE: The student will understand how to recognize hazards in our environment by, identifying and participating in safety behavior of gymnastics.

PERFORMANCE OBJECTIVE: The student will be able to list five (5) safety measures that would be important in tumbling activities.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Tumbling and Gymnastics Care and use of equipment - uneven bars (equipment) - balance beam - vaulting horse - tumbling mats Exercises - spotting as a safety method - performance on the equipment	The student will: 1. Identify and know how to spot a person on the various pieces of equipment. 2. Know the importance of the mats around the equipment. 3. Participate as spotters on the different equipment, and be able to instruct others.	1. Text: James A. Gordon, <u>Gymnastic and Tumbling</u>, Second Edition. Allyn and Bacon. 2. Teacher Information: Cards located at the different equipment emphasizing spotters. Students used to help other students on the equipment. 3. Teacher Information: - demonstrate - spotter - teach students to be spotters - reassign spotters daily

Curriculum Content	Activities	Resources/Suggestions
	4. Distinguish the difference between the correct and incorrect way of performing the activity and seeing the danger involved. 5. Discuss important safety measures when performing exercises.	

EVALUATION: The student will list five (5) safety measures that would be important in tumbling activities.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Spanish

GRADE LEVEL: 7-8

CAREER EDUCATION

LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to display an increased cultural knowledge of people from different origins by identifying an American dish and a Mexican dish with similar ingredients, and naming those ingredients in Spanish and English.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS														
Vocabulary Development Ingredients <table><tr><th>English</th><th>Spanish</th></tr><tr><td>1. Soup</td><td>1. Caldo</td></tr><tr><td>2. Cabbage</td><td>2. Repollo</td></tr><tr><td>3. Onion</td><td>3. Cebollo</td></tr><tr><td>4. Garlic</td><td>4. Hajo</td></tr><tr><td>5. Carrots</td><td>5. Zanoria</td></tr><tr><td>6. Peas</td><td>6. Chicharo(s)</td></tr></table>	English	Spanish	1. Soup	1. Caldo	2. Cabbage	2. Repollo	3. Onion	3. Cebollo	4. Garlic	4. Hajo	5. Carrots	5. Zanoria	6. Peas	6. Chicharo(s)	The student will: 1. Recite vocabulary words in Spanish several times. 2. Write the new vocabulary words on the board. 3. Discuss how the "vegetable soup" and the "caldo de legumbres" have similar ingredients but are different because of the manner in which they are prepared.	1. Oral drill. The teacher should explain that the students will become familiar with new sounds and pronunciation before form is introduced. 2. The teacher should write the list on the board. 3. English Cookbook. Spanish Cookbook
English	Spanish															
1. Soup	1. Caldo															
2. Cabbage	2. Repollo															
3. Onion	3. Cebollo															
4. Garlic	4. Hajo															
5. Carrots	5. Zanoria															
6. Peas	6. Chicharo(s)															

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Vegetable Soup Caldo de Legumbres	4. Identify an American dish and a Mexican dish with similar ingredients, and name the ingredients in Spanish and English.	4. The teacher will divide the students into groups of three (3) and assist them in finding other examples of similar dishes

EVALUATION: The student will display an increased cultural knowledge of people from different origins by identifying an American dish and a Mexican dish with similar ingredients, and naming those ingredients in Spanish and English.

Jose L. Sánchez
Harry Stone

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Spanish

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:09 The student should respect people of different races or ethnic origin.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to interpret three (3) English phrases into Spanish.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Location of Mexico and its major cities Lifestyle in Mexico - dress - food Basic Spanish - vocabulary	The student will: 1. Locate Mexico on a map. 2. List eight major Mexican cities. 3. Research and tell about 1 Mexican city. 4. Listen to guest speaker. 5. Learn and recite greetings he/she might use when in Mexico. 6. Listen to guest speaker.	1. Map of Mexico 3. Small groups of 4 or 5. Give them 3 or 4 days to gather and complete information. Have them give a group presentation. 4. Travel Agent from Sanborn's or someone from the Consulate Office to speak about Mexico. 5. Examples: Directions, taxi expressions, etc. 6. Invite someone from El Chico, El Fenix, etc. who can discuss and describe the foods and dress native to Mexico.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	7. Sample foods native to Mexico. 8. Learn and recite words used in a restaurant in Mexico when ordering from a menu. 9. Role play situations in which he/she must use Spanish to communicate with a Spanish speaking person. 10. Interpret three English phrases into Spanish phrases.	7. Teacher prepared enchilidas, tamales, etc. 8. Vocabulary can be found in text. 9. Situations in hotels, restaurants, taxis, etc.

EVALUATION: The student will interpret three English phrases into Spanish.

Marilyn Wallace
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Spanish

GRADE LEVEL: 9-12

CAREER EDUCATION

LEARNER OUTCOME: 5:09 The student should display respect for people of different races or ethnic origins.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to compare the culture of Spain with his own through aural comprehension of the Spanish narration of the film.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Spain - location - life styles - religion - geography - climate Vocabulary words Comparison with American culture	The student will: 1. Write down and repeat the vocabulary on the board. 2. Translate each word into English. 3. Identify each word when heard aurally through dictation. 4. Locate major cities of Spain on a map. 5. View film. 6. Listen to Spanish dialogue in the film. 7. Participate in a discussion of the culture of Spain and compare with his own culture.	1. Vocabulary used in the film. 2. Spanish - English Dictionary. 4. Map of Spain. 5. Film: <u>Somas Espanoles</u> .

EVALUATION: The student will compare the culture of Spain with his own through aural comprehension of the Spanish narration of the film.

Marilyn Wallace
Roosevelt

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Library

GRADE LEVEL: 10

CAREER EDUCATION

LEARNER OUTCOME: 1:10

The student should realize that he or she should be able to request assistance from teachers, counselors and/or the librarian regarding how to find and use sources of information such as: college catalogs, occupational references and government publications.

BASLINE OBJECTIVE:

N/A

PERFORMANCE OBJECTIVE:

The student will be able to name at least 3 people who are available to give assistance in locating information about college and careers.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Library Skills Information Sources - card catalog - vertical file - microfiche file Using reference skills - location - selection - organization Selecting a career - college education - high school education	The student will: 1. List resources available in the school library related to chosen career fields from card catalog. 2. View media on the use of college catalogs, etc. 3. Locate resources on shelves and files. 4. Use microfiche reader and read materials. 5. Participate as class lists questions about careers and colleges. 6. Indicate sources of information when given the class list.	1. <u>Occupational Outlook Handbook</u>, <u>Careers and Occupations</u>, <u>The Blue Book</u>, <u>Cass's Guide to Colleges</u>, <u>Polrron's Guide</u> 2. Films available through DISD. 5. Teacher should duplicate copies of this list to be given to each student. 6. Teacher developed work-sheet.

Curriculum Content	Activities	Resources/Suggestion
	7. Participate as class interviews resource people from the community and world of work. 8. List 3 people who are available to give assistance in locating sources of information about college and careers.	7. Resource persons should be instructed to be prepared to answer questions concerning obtaining information about their career. 8. Paper, pencil

EVALUATION: The student will name at least 3 people who are available to give assistance in locating information about college and careers.

LEARNING MODULE
CAREER EDUCATION

SUBJECT: Library

GRADE LEVEL: 9

CAREER EDUCATION

LEARNER OUTCOME: 9:10 The student should be willing to learn new concepts and tasks.

BASELINE OBJECTIVE: N/A

PERFORMANCE OBJECTIVE: The student will be able to check out a book in the library by first locating it in the card catalog and then finding it on the shelf.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
- Purpose of the library - Its resources - How to use the resources - Card catalog - Parts of a book - Dewey decimal system - reference material	The student will: 1. View media on library usage. 2. Tour the library and its facilities. 3. Do activity from worksheet on library usage. 4. Hear presentation from local public librarian.	1. Library Services: Filmstrips and cassette Eye Gate Using the library: 10 transparencies Eye Gate Library Services 4 filmstrips Eye Gate 3. Teacher or librarian made worksheet. 4. Library resource person.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
	5. Receive material on local public library hours, periodical list, etc. available in school library. 6. Decide on a book she/he wishes to read, look it up in the card catalog and check it out.	6. Be sure student knows when to return the book.

EVALUATION: The student will check out a book in the library by first locating it in the card catalog and then finding it on the shelf.

Peggy Cargile
Franklin D. Roosevelt

281

LEARNING MODULE
CAREER EDUCATION

GRADE LEVEL: 7-8

SUBJECT: Speech

CAREER EDUCATION

LEARNER OUTCOME: 3:03

The student should be able to identify acceptable and unacceptable interview behaviors.

BASELINE OBJECTIVE:

The student will be able to recognize levels of meaning and develop ways to communicate.

PERFORMANCE OBJECTIVE:

The student will be able to identify two infractions of verbal responses, and two infractions of physical behavior exhibited by a person in a simulated interview.

CURRICULUM CONTENT	ACTIVITIES	RESOURCES/SUGGESTIONS
Explanation of an interview Types of interviews - television interview - newspaper interview - job interview - radio interview - etc. Speech skills - articulation - pronunciation - rate of speech Body language - posture - gestures - facial expressions - eye contact	The student will: 1. Discuss the following factors which are related to an interview: (1) topic, (2) setting, and (3) purpose. 2. Discuss the types of interviews - television, newspaper, job, radio, etc. 3. Tell why the following are so important when speaking: articulation, pronunciation, rate of speech. 4. Identify two infractions of verbal responses and two infractions of physical behavior exhibited by a person in a simulated interview.	1. Divide into groups of five. 2. Group discussion 3. Text: <u>Speech, and Important Skill</u>, Kemp, Gillespie 4. Groups, role-playing.

EVALUATION: The student will identify two infractions of verbal responses, and two infractions of physical behavior exhibited by a person in a simulated interview.

José L. Sánchez
Harry Stone